



GALS Student and Family

Handbook 2024-2025

Approved:10-14-24

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WELCOME

Dear Families:

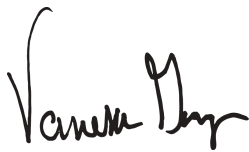
Welcome to the start of the 2024-2025 school year at Girls Athletic Leadership School Los Angeles (“GALS LA,” “GALS,” “Charter School,” or the “School”)! In making the choice to come to GALS LA, you are becoming part of a movement. GALS LA is a vibrant community of leaders, including YOU, who come together to support our students to achieve the greatest success.

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

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

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

Sincerely,



Vanessa Garza
Executive Director



Erica Younan
Principal

GALS Student Pledge

I know who I am.

I know that I matter.

I know what matters to me.

I make choices and decisions that are good for me.

I take good care of my body.

I stand up for what I believe in.

I let people know what I think.

I take responsibility for my actions and myself.

I see the loving nature in others and myself.

I listen with my heart and mind.

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

GALS 4 Habits of Heart and Mind

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

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

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

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

MISSION

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

Our Core Beliefs

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

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

GENERAL INFORMATION

Serving Grades 6 - 8
14200 Runnymede
Van Nuys, CA 91405

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

Executive Director	Principal		Teacher
vgarza@galsla.org	eyounan@galsla.org		
LAUSD/ GALS Board of Directors/ School Partnerships	Staff Member Concern	Specific classroom based questions	Classwork and Homework

Legal/ Compliance	School Policy Concern Uniforms Breakfast Lunch	Family & community Resources Intervention and Support	Homework/ project questions
Facilities/ Fundraising/Recr uitment	Resource/ Special Ed/Enrollment	Behavior questions	Specific grades/ behavior questions
GALS Series Courses /Student Retreats	After School Program School Events		Field Trips

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

We are committed to establishing and maintaining an open and respectful line of communication between families and GALS LA staff, each of whom has their own phone extension and e-mail address. Families should contact staff by telephone or e-mail and understand that we will try and return calls within 1-2 school days in the event that a message is left. Families will also have an opportunity to meet with staff during the four (4) scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person immediately, the parent should report directly to the Main Office, which will facilitate the soonest possible contact.

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

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

School Calendar

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

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

Intervention, Enrichment and After School Programming

After School Enrichment is from 3:30 p.m. - 6:00 p.m. Monday-Friday and consists of our free after school program, “After School All-Stars,” as well as tutoring and clubs. On Wednesday, our minimum day, GALS offers various free arts enrichment programs, team sports, and a STEAM program, DIY girls, as well as our After School All-Stars program.

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

Intervention and Enrichment

Programming consists of four (4) different components:

- 1) **Tutoring**: Students demonstrating the need for additional support may attend tutoring from 3:30 p.m. – 4:00 p.m. or during morning computer lab between the hours of 7:00-8:00 a.m. Tutoring takes first priority over participation in other after school programs.
- 2) **Detention**: Your child may be issued detention for behavior or for not completing homework. Detention can be held during morning computer lab, at lunch and after school. Students will engage in a restorative conversation with a School Leader, teacher, and/or other students. Students may also complete a written reflection with goal setting.
- 3) **After School Programming (Run by After School All-Stars)**: Your child may only stay for after school programming if they are separately enrolled in our program. On Monday, Tuesday, Thursday and Friday, there will be supervised homework hour after school. From 4:30 p.m. - 6:30 p.m. there will be enrichment. On early dismissal days on Wednesday, there will be an enrichment program(s) offered that any student can enroll in from 1:15 p.m. – 3:00 p.m. Please refer to the After School All-Stars brochure or our

School website for additional details regarding the program requirements.

- 4) **Sports:** GALS LA offers various sports throughout the year including basketball, soccer, softball, volleyball, wrestling, cheerleading, and Girls On The Run. Students must sign up for these sports specifically, and must be in good academic standing (minimum 2.0 grade point average (“GPA”)) in order to participate. Some sports teams may require tryouts.

School Food Program

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

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

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

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is

treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

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

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

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

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

GALS also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete School Wellness Policy is available on the School’s website.

Food Policy

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

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

Items not allowed:

- Junk food (including chips, candy, cookies, etc.)
- Soda/sugary drinks
- Caffeinated beverages
- Sunflower seeds (in the shells)
- Cup of Noodles and ramen packets
- Nuts and food with any nuts in it (due to severe allergies)
- While popcorn as a healthy snack is permitted, popcorn must be

popped before students arrive at school.

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

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

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

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

Carpooling and School Pickup and Drop-off

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

Carpool:

For Drop off and Pick-up after school, you must carpool with at least 2 students in the vehicle. Refer to the GALS Transportation Policy for specific procedures.

Drop off and Walk:

For morning drop off and after school pick-up with only one student in the car, GALS requests that parents use our designated drop-off and walk locations within 10 minutes of the school. Refer to the GALS Transportation Policy for maps and locations.

Parking for Office Inquiries:

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

Parent Guardian Tardiness/Late Pick Up:

Please note that late pick up is an inconvenience for our staff who work long hours to provide your students with a great education every day. Parents are responsible for picking up within 10-15 minutes of the dismissal time. We

will stay with your child until 10-15 minutes past the dismissal time each day. After this time, students not yet picked up will be taken to our after-school program. If our supervision policy is abused by a parent more than once in a semester or there is an excessive delay, parents/guardians will be given a written warning. Multiple offenses will lead to a meeting with the Principal and potentially Executive Director. If you are going to have issues picking up your child because of an emergency, please notify the main office immediately.

Release of Student:

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

Field Trips and Excursions

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

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

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

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. Refer to the Transportation Policy on our website for specific rules and procedures.

Study Supplies

In order to do well at school, students must be prepared with the proper tools. Students may add key chains and patches to their backpacks. However, backpacks or other personal item with inappropriate writing or insignia on them may be confiscated or covered with permanent marker. Inappropriate clothing may be required to be turned inside out, or a parent contacted to bring a change of clothing. No clothing, jewelry, accessories, hairstyles, backpacks, or other personal items which are, or include, a picture, writing, or insignia which is:

- (1) gang related;
- (2) presents a safety hazard to the wearer or others;

- (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling;
- (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health;
- (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or
- (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Please do not purchase any bags with rollers. If your child has medical or disability related reasons for not being able to carry a standard backpack, please contact the School office. In addition, all personal items (backpack, sweatshirts, jackets, pencil boxes, etc.) should be labeled with the student's full name and grade level in permanent marker.

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

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

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

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

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

Cell Phones

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

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

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

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

Photography/Video Taking

Taking pictures or videos is prohibited on school grounds, at school activities, or on off campus lesson experiences, unless expressly pre-authorized by a School administrator. Students who violate this are subject to appropriate disciplinary actions. Parents who violate this rule will be officially warned, and, if the behavior continues, may be excluded from school supervised or sponsored events.

Closed Campus

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

Parental Support of Technology

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

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

While we hope that off campus conduct on electronic media (including social media and text message exchanges) do not impact our ability to

focus on the education of students, there are times when off campus conduct can, and must, be investigated by the school. In such cases, students may also be subject to discipline at school, for statements or threats

made via social media or other electronics means, while off campus and outside of school hours.

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

Relevant considerations include:

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

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

Teacher Qualification Information

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

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

so, their qualifications.

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

Availability of Prospectus

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

SCHOOL/PARENT COMMUNICATION

School Appointments

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

Unless your child is in immediate **physical** danger, you will need to ask to make an appointment to see a teacher or an administrator.

PLEASE DO NOT EXPECT AN ADMINISTRATOR TO BE IMMEDIATELY AVAILABLE TO SPEAK WITH YOU UNLESS YOU HAVE AN APPOINTMENT.

Visiting Campus

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

All visitors are asked to sign in at the main office and wear an identification badge while on school grounds. All visitors are expected to comply with the GALS policies and procedures, as appropriate and applicable. The

School reserves the right to refuse to register a visitor and may withdraw consent for a visitor to be on campus.

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

Volunteering on Campus

- **Visitor's Pass:** All volunteers are required to sign in and pick up a visitor's pass at the main office.
- **Dress Code:** When volunteering at GALS LA, volunteers are expected to maintain a neat, clean, and modest appearance.
 - Clothes should be in good condition and not have any rips, tears, shreds, or holes.
 - No tight, low cut, mini, or revealing clothing.
 - Closed-toe shoes.
- **Classroom:** When volunteering in a classroom, volunteers should NOT behave in any manner that detracts from the teacher's ability to manage the classroom effectively or the students' ability to engage in a positive learning environment free from undue distraction. If your child is in the classroom while you are volunteering, your child should be treated like any other student in the classroom.

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

Family Communication

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

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

- **GALS LA Progress Reports:** Teachers and staff use progress reports on a monthly basis to keep families informed of the academic and behavioral progress of students. Reports must be signed and returned with students the following Monday morning. We ALWAYS send

home progress reports, at least monthly. If for some reason you do not receive your child's progress report, please contact an administrator immediately.

- **Website and Facebook:** Please note that all GALS LA newsletters and related information is available at our website: www.galsla.org. Additionally, you can track events at the GALS LA Facebook Page.
- **Newsletters:** Every other Friday, students will come home with a newsletter. Please note that the bottom of the newsletter needs to be signed, cut, and returned to School the following Monday.
- **Report Cards.** Report Cards are distributed at the end of each semester to communicate students' academic and behavioral performance on a larger scale and plan for future remediation. Grades reflect both tangible effort and achievement.
- **Family-Teacher Conferences:** Parents are expected to meet with their child's teachers for Family-Teacher Conferences, held twice per year. We ask all families to reserve the afternoon or evening to attend family conferences. All families of students who are failing two (2) or more classes for the year or the semester will receive notice on their progress reports prior to engaging in a Student-Led Parent Conference and meeting with the Principal.

ACADEMIC POLICIES

Homework

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

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

Homework Expectations

- It is our expectation that students have homework every night. Depending on grade level, students should expect to complete an average of one (1) to two (2) hours of homework per night and five (5) to ten (10) hours of homework per week. **This includes weekly pass rates for Achieve 3000, iReady Math, and iReady ELA lessons.**
- If a student is late to school, their homework is still due on that day to that teacher and it is the responsibility of the student to turn in their homework by the end of the school day.
- A student has until one (1) week after assignment reports go home to

- turn in homework unless otherwise stated by their teacher.
- Specific consequences will be established by the individual teachers to make sure that homework is turned in or checked when assigned.
- In all academic classes, homework is 15% of the entire class grade. Missing homework assignments can have a huge impact on overall class grade.
- All grade levels are expected to complete a minimum of four (4) Achieve3000 articles per week whether or not the student is absent.
- If a student does not have access to a computer or internet at home, students are still required to complete their homework assignments on time. GALS morning lab, GALS After-School All Stars, and your local public library all provide internet access. Please notify your teacher or the administration if you have difficulty completing your homework because of a lack of internet access.
- Students that fall behind on their weekly homework will be issued a warning, parents will be notified, and students are given a few days to catch up. As noted in the warning, students that do not catch up will be placed in the after school and/or lunch detention and remain there until the student demonstrates consistency of maintaining homework expectations.

Grading Policies

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

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

Letter Grade	Percentage	Rubric Score	Meaning
A	90-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
B	80-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
C	70-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.

NY ¹	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.
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There will be school-wide standards for grading. Teachers will be trained on the School's policy and will work with the Principal and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

Student Classroom Behavior Expectations

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

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

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

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

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

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

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

lunch, dinner, and snacks.

5. Students are to address all staff members – teachers or otherwise, inside and outside of class – as Mr. or Ms. at all times.

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

Promotion Goals

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

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

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

State Testing

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

Independent Study

Independent Study is available on a case by case basis and requires a written agreement signed by the GALS Principal, the student, teacher and a parent/guardian. Please see the Student Services Policy Manual for a copy of the GALS Independent Study Policy.

Student Study Team

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

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

The SST process shall be utilized as the first approach to address a student’s specific needs and, unless impractical or contrary to the school team’s professional judgment, prior to escalating the referral for formal assessment for special education services.

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

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

Referral to an SST

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

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;

4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appears to impact a student's access to education.

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

SST Meeting

The purpose of the SST is to discuss issues and concerns related to a student's performance, identify intervention strategies, which may help a student succeed, and monitor his or her progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing intervention plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

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

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

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

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

Follow-up after an SST

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

Special Education/Students with Disabilities

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

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

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

Section 504

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability, which substantially limits a major life

activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the School's Section 504 policies and procedures is available upon request and included within our Student Services Policy Manual.

English Learners

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

Animal Dissections

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

Sexual Health Education

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

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health

education and HIV prevention education in writing to GALS LA.

- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by GALS LA personnel or outside consultants. When GALS LA chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

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

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

NON-ACADEMIC POLICIES

Nondiscrimination Statement

GALS LA does not discriminate against any student or employee on the

basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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

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

GALS LA does not request nor require student records prior to a student’s enrollment. Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:
<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

GALS LA shall provide a copy of the California Department of Education

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

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GALS LA Uniform Complaint Procedures (“UCP”) Compliance Officer:

Vanessa Garza , Executive Director
GALS LA
14200 Runnymede Street
Van Nuys, CA 91405
(818) 389-1184
vgarza@galsla.org

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

Student Social Life

GALS LA knows that healthy friendships between students are helpful to the health of our schools as a whole and encourage supportive relationships that improve overall moral and intellectual growth. However, public displays of student affection that distract from the academic focus of the

School environment are prohibited while on campus or at GALS LA events. Such activities include, but are not limited to holding hands, kissing, and other overt forms of romantic behavior among students.

Facebook and Social Media

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

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

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

Tobacco-Free Regulations

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

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

Visitors who violate the Tobacco-Free policy shall be asked to refrain from

using tobacco on school property. If they refuse, they shall be asked to leave the property. If they refuse, the principal or designee shall contact law enforcement to have the person removed from campus.

Employee Interactions with Students Policy

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons from harm or to prevent damage to property.

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

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

Mental Health Services

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

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a GALS LA counselor by coming into the

counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 818-389-1184. GALS LA counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by GALS LA or by an outside provider listed herein, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Principal at 818-389-1184 or eyounan@galsla.org to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Principal at 818-389-1184 or eyounana@galsla.org.

Available in the Community:

San Fernando Valley Community Mental Health Center
818-574-7745
16360 Roscoe Blvd.,
Van Nuys, CA 91406

OUR House- Grief Counseling
818-222-3344
21860 Burbank Blvd, N. Building Ste.195,
Woodland Hills, CA 91367

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

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at

1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866- 488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Pregnant and Parenting Students

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

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

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

Vanessa Garza
Executive Director
14200 Runnymede Street
Van Nuys, CA 91405
818-389-1184

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

Human Trafficking Prevention

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

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

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

UNIFORM/DRESS CODE POLICY

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

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

PARENT INFORMATION

Title I Parental Involvement Policy

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

Parent Conduct

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

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

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

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

Problems or Concerns

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

SCHOOL CULTURE AND EXPECTATIONS

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

Honor Code

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

What is academic dishonesty? Academic dishonesty is:

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

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

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

School Wide Expectations

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

ATTENDANCE POLICY

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

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

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

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

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

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

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

A hearing decision not to disenroll the student does not prevent the Charter

School from making a similar recommendation in the future should student truancy continue or reoccur.

HEALTH AND SAFETY INFORMATION

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

GALS LA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at GALS LA, must review the information sheet on sudden cardiac arrest via the link below: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Concussion/Head Injuries

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

Opioid Information Sheet

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

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

Student Medications

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

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

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

Accidents

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

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

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

Student Accident Insurance

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

Physical Education

Physical education is included during the school week. Should your child

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

Disaster and Emergency Procedures

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

School Safety Plans

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

Drills

In order to practice the procedures that have been laid out in the School Safety Plans, GALS LA is required to complete at least one (1) emergency drill a month. Over the course of the school year, our school will complete ten (10) emergency drills (fire, lockdown, and earthquake).

Emergency Supplies

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

Parent Communication

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

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

In case of an emergency (i.e. earthquake) during school hours, including emergencies where lockdown of the school site is required, we are well prepared. The faculty has had in-service training and has reviewed

procedures as outlined within the School Safety Plans which address, very clearly, activities and guidance for students during an emergency. Each teacher has a copy of the procedures for various types of emergencies in their classrooms. A copy of the School Safety Plans is available for review in the school office.

Reporting Child Abuse

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

Immunizations

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

These required immunizations include:

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

Physical Examinations and Right to Refuse

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

teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

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

Suicide Prevention Policy

The Board of Directors of GALS LA recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

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

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

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

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section

49452.6. The information sheet shall include, but shall not be limited to, all of the following:

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

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

Safe Storage of Firearms

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any

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

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

GALS DISCIPLINE MATRIX

Core to our values at GALS LA is providing a safe and supportive environment for all students and the purpose of the Discipline Matrix is to safeguard this environment by setting clear expectations and responses or consequences to harmful behaviors.

Level of Discipline	Harmful to School Environment	Harmful to the Individual Student	Response/Consequence Options
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Level 1	<ul style="list-style-type: none"> ➤ Class disruptions <ul style="list-style-type: none"> ➤ Arguing with the teacher or another student ➤ Low level defiance <ul style="list-style-type: none"> ➤ Failing to follow directions from any GALS staff ➤ Late to class ➤ Profanity ➤ Gum 	<ul style="list-style-type: none"> ➤ Failure to complete classwork ➤ Unprepared for class ➤ No homework 	<ul style="list-style-type: none"> ➤ Teacher uses the “teacher look” and/or proximity ➤ Teacher gives non-verbal hand signals (to listen, focus, watch, etc.) ➤ Teacher says the student's name and/or points to GALS School Rules Poster ➤ Teacher uses positive narration to comment on other students who are on task ➤ Teacher asks a student a question about the assignment to redirect focus ➤ Temporary seat change
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			<ul style="list-style-type: none"> ➤ Written warning placed on student desk ➤ Diffuse (send student on an errand, to get water, etc.) ➤ Teacher-student check-in using restorative language (either discreetly beside student or in doorway to provide student with privacy while maintaining supervision of class) ➤ A clear & concise warning stating harmful behavior with expectation of how student should redirect. ➤ Teacher directs student to complete the redirection log. ➤ Teacher adds notes to behavior comments in Illuminate.
Level 2	<ul style="list-style-type: none"> ➤ Consistent defiance of school authority and rules ➤ Verbal, sexual, or racial harassment ➤ Stealing/Theft ➤ Gambling ➤ Defacing/destroying school property ➤ Possession or use of fireworks ➤ Pattern of negative behavior ➤ Verbal conflict with another student or staff ➤ Rough housing in school ➤ Leaving the classroom without permission ➤ Gang symbols or activity 	<ul style="list-style-type: none"> ➤ Cheating, Dishonesty or plagiarism ➤ Inappropriate use of technology ➤ Excessive profanity directed at another student, staff, or faculty member ➤ Failure to attend school-wide detention ➤ Substitute referral 	<ul style="list-style-type: none"> ➤ All steps stated in Level 1, and: ➤ Permanent seat change ➤ Assign mandatory morning lab or after school teacher office hours to <ul style="list-style-type: none"> ○ complete a behavior reflection sheet ○ restorative conversation ○ Rehearsal of expected behavior/procedure ➤ Temporary reset in buddy teacher's classroom with an assignment, communication with that teacher, and follow up with the student when they return. ➤ If multiple behavior intervention attempts have not produced desired result: <ul style="list-style-type: none"> ○ teachers work with leadership to hold a parent meeting with an individualized behavior contract to track positive decision making. ○ Student completes assigned Second Step lesson with Leadership. ➤ Suspension and/or recommendation for expulsion.

Level 3	<ul style="list-style-type: none"> ➤ Ditching ➤ Fighting/Assault ➤ Robbery/Extortion ➤ Threatening a student or staff member with bodily harm ➤ Possession of a real or imitation weapon or intent to use ➤ Possession of any explosive material ➤ Possession of drugs or illegal substance ➤ Use or selling of alcohol or drugs ➤ Willful disobedience ➤ Physical, sexual, or racial harassment (including sexual orientation) ➤ Vandalism/Graffiti/Taunting ➤ Any act of threatening the safety of the school 	<ul style="list-style-type: none"> ➤ Use or possession of alcohol/drugs ➤ Under the influence of drugs or alcohol <ul style="list-style-type: none"> ➤ Leaving campus without permission ➤ Smoking or in possession of tobacco products ➤ Excessive Truancy (7 in a quarter) Truancy = unexcused absences from a single class; unexcused absence for a day = truancy for each class missed ➤ Excessive unexcused absences (10 in a year) ➤ Violation of School Behavior Contract ➤ More than two suspensions per semester 	<ul style="list-style-type: none"> ➤ Immediate communication with Leadership Team for student to be pulled from class. ➤ Prep student to take responsibility & repair harm to the community. ➤ Teachers work with leadership to hold a parent meeting with an individualized behavior contract to track positive decision making. ➤ Student completes assigned Second Step lesson with Leadership. ➤ Privilege revoked (for a preferred activity, field trip, etc) ➤ Suspension and/or recommendation for expulsion
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	<p>environment and its students and staff</p> <ul style="list-style-type: none"> ➤ Gang related activities 		
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Minor Offenses	Major Infractions
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<p>MINOR OFFENSES are a failure to demonstrate universally defined expectations or social skills. All staff must be equipped to address Minor Offenses in the location where they occur (on the spot).</p> <p><u>Chronic</u> Minor Offenses are misbehaviors that persist despite the application of environmental modifications and interventions, as documented through the Low Level Referral process.</p>	<p>MAJOR INFRACTIONS are a violation of the Suspension and Expulsion Policy noted below.</p> <p>Major Infractions are addressed by administrators.</p>
<p>Failure to:</p> <ul style="list-style-type: none"> ● Follow Instructions ● Stay On Task ● Get the Teacher's Attention ● Accept Feedback and/or Criticism ● Accept "No" for an Answer ● Ask Permission ● Disagree Appropriately ● Listen ● Use Appropriate Voice Tone ● Work with Others ● Wait Your Turn ● Properly Use Materials ● Comply to Dress Code ● Respect Personal Space ● Be On-Time ● Stay in Designated Areas ● Properly Dispose Trash 	<p>See the list of Discretionary and Non-Discretionary offenses in the Suspension & Expulsion Policy below.</p>

Selling Items on Campus

Students are not allowed to sell any items on campus without written permission from the Principal/Head of School. In the past, students have tried to sell fidget spinners, sandwiches, snacks, flavored powders, duct tape wallets, jewelry, and other items on campus. In an effort to avoid any conflict with peers, selling and purchasing items on campus is deemed inappropriate and will not be permitted.

Bringing Items on Campus

Any private property (toy skateboards, playing cards, balls, fidget spinners, etc.) or valuable items (cash, jewelry, etc.) is brought to school at your own risk and is not recommended. JJMS students are solely responsible for any

personal items that are lost. If a student chooses to bring an item to campus and it ends up on the property of one of our neighbors, the student is forbidden from making contact with the neighbor to retrieve the item. The school will not assume responsibility for items brought to school and lost over the fence. Keep in mind the list of items which a student may not have on campus under any circumstances. The list of forbidden items can be found below and is listed under the heading titles “contraband.”

HATE SPEECH and RACIST SLURS

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

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

SUSPENSION AND EXPULSION POLICY

Board Approved: 11.24.2021

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at GALS LA (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and

expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

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

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

GOVERNANCE

GALS LA Board of Directors

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

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

School Advisory Council

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

PRIVACY POLICIES

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support

staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

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

of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

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

- (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclosed the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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

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

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

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”²) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”³) and will:

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

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

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

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

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

² CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

³ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

Upon request, parents can inspect:

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

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

Use of Student Information Learned from Social Media

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

California Healthy Kids Survey

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

Surveys About Personal Beliefs

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

Campus Search and Seizure

GALS LA recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter

School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

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

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

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

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

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

GALS LA Privacy Policy

GALS LA has developed and adopted policies, in consultation with parents, regarding privacy rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. GALS LA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GALS LA will also directly notify, such as through

U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation in the specific activity or survey. GALS LA will generally make this notification to parents at the beginning of the school year. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

COMPLAINT POLICIES

Family Concerns Resolution Process

Types of Concerns Addressed by this Policy

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

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

Informal Resolution of Family Concerns

Parents and students are encouraged to resolve concerns and disputes about school policy and decisions made by teachers, staff and administration in an informal manner by completing [the NON-UCP complaint form](#) found on the GALS website and main office. If concerns are not remedied in a manner satisfactory to the parents or student, they may elect to pursue a formal resolution of family concerns by activating the process described below.

Formal Resolution of Family Concerns – Level 1

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

The Principal will investigate the complaint or will forward the Form to the appropriate administrator for investigation. If GALS LA determines that the

only administrator who has authority to remedy the alleged problem is the Executive Director, the Form will be elevated to Level Two upon receipt by the Principal.

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

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

Formal Resolution of Family Concerns – Level 2

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

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

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

The Level One record may include:

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

The Executive Director or designee may hold a conference with the student or parent within ten (10) school days after the appeal notice is filed or as soon thereafter as is practicable. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may

provide information concerning any documents or information relied upon by the administration for the Level One decision. The Executive Director or designee may set reasonable time limits for the conference.

The Executive Director or designee may provide the student or parent a written response within ten (10) school days following the Level Two conference, which may explain the basis of any decision by the Executive Director or designee to resolve the concern. In reaching a decision, the Executive Director or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Executive Director or designee believes will help resolve the concern.

Formal Resolution of Family Concerns – Level 3

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

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

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

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

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

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX_This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of the Girls Athletic Leadership Academy (“Charter School”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a

person who has reported sex discrimination.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁴ Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Charter School's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

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

⁴ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

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

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from Charter School’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant’s ability to access Charter School’s education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties’ ages, roles within Charter School’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Charter School’s education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:

- o Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - o Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - o Shares a child in common with the victim; or
 - o Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - o Fear for the person's safety or the safety of others; or
 - o Suffer substantial emotional distress.

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

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

- Physical assaults of a sexual or sex-based nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for

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

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

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator

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

Erica Younan, Principal
Girls Athletic Leadership School
14200 Runnymede Street
Van Nuys, CA 91405
818-389-1184
eyounan@galsla.org

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

Vanessa Garza, Executive Director
Girls Athletic Leadership School
14200 Runnymede Street
Van Nuys, CA 91405
818-389-1184
vgarza@galsla.org

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received

the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

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

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

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

Privacy

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

Retaliation

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

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Board Chair at info@galsla.org, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Charter School allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.⁵ Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student’s IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) throughout the grievance procedures.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School’s education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant’s right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing

⁵ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

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

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the

evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

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

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the Chair of the Charter School Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

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

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex

discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave

policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

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

GIRLS ATHLETIC LEADERSHIP SCHOOLS LOS ANGELES

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

Your Name: _____ Date: _____

Email Address:

Date of Alleged Incident(s):

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

List any witnesses that were present:

Where did the incident(s) occur?

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

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

_____ Date:

Signature of Complainant

Print Name

To be completed by Charter School:

Received by: _____ Date:

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT PROCEDURES

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

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs including but not limited to:
 - a. Accommodations for Pregnant, Parenting or Lactating Students,
 - b. Adult Education,
 - c. Consolidated Categorical Aid,
 - d. Career Technical and Technical Education,
 - e. Career Technical and Technical Training,
 - f. Child Care and Development Programs,
 - g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families,
 - h. Migrant Education Programs,
 - i. Every Student Succeeds Act,
 - j. Regional Occupational Centers and Programs, and/or
 - k. School Safety Plans; and/or
 - l. State Preschool Programs

- (3) Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee

includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

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

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

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

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

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

Vanessa Garza
Executive Director
14200 Runnymede Street
Van Nuys, CA 91405
818-389-1184

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

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

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

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

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

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

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

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

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

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

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

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

Director.

STUDENT SERVICES POLICIES

Gift Policy

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

Education Of Foster and Mobile Youth

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

1. *“Foster youth”* means any of the following:

- A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code (“WIC”).
- A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
- A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
- A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - The nonminor is participating in a transitional independent living case plan.
- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.³

- A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. “. *“Former juvenile court school pupils”* refers to student” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school. .
 3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
 4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

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

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

Erica Younan, Principal
818-389-1184 , eyounan@galsla.org

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

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

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils,

including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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

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

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

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

Acceptance of Course Work: The Charter School will accept any

coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

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

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

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

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

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

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

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

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

Education of Homeless Children and Youth

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

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

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

Charter School Liaison

The Executive Director designates the following staff person as the Charter

School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii)):

Erica Younan, Principal
818-389-1184, eyounan@galsla.org

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

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

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

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

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

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

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

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the

homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian⁶ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

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

⁶ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. Section 1903 of Title 25 of the United States Code

continue and complete the entire course..These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

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

SIGNATURE PAGE

Parents/Guardians I, the undersigned, acknowledge receipt of the GALS LA 2024-2025 Student and Family Handbook (“Handbook”). I understand that this Handbook contains important school information and that it is my responsibility to read and review the policies outlined in this Handbook and within the Student Services Policy Manual with my child. I understand that failure to return this acknowledgment form does not excuse any individual from complying with the policies outlined and referenced in the Handbook. I am aware that GALS LA reserves the right at any time to amend the policies outlined and referenced in this Handbook and within the Student Services Policy Manual. I am also aware that any changes or updates to this Handbook will be posted on the School website.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Name: _____

Student Signature: _____

Date: _____