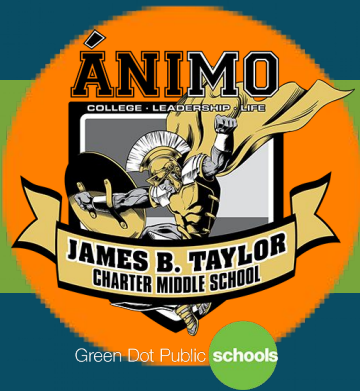




Ánimo James B. Taylor Charter Middle
School

Green Dot
Public **schools**

Student Policy Manual

2026 - 2027



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About this Student Policy Manual

The policies set forth in this Green Dot Public Schools (“Green Dot” or “Green Dot Public Schools”) Student Policy Manual (“Manual”) are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot’s culture, policies, and philosophies. Every situation is different, however, and individual circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot’s student policies at the time each policy was last revised.

The policies with a “**(Can be localized)**” designation in the Table of Contents are recommended school policies. Any school-site specific additions or modifications to these recommended policies can be found in Section G: Localized Policies. All policies without this “**(Can be localized)**” designation are mandatory for all Green Dot schools.

Rev. 06/2016

Section A: Enrollment Policy



Enrollment Policy

A. 1.0 Policy: Non-Discrimination

Green Dot Public Schools does not discriminate against any person on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code Sections 221.5 and 221.51 in any of its policies, practices, or procedures. Green Dot Public Schools also does not discriminate against any person on the basis of legal or economic status, primary language, or English Learner status in any of its policies, practices, or procedures. Green Dot Public Schools 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, and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

Green Dot Public Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment and the "Discrimination/Harassment Policy" complies with the requirements of Titles IV, VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Educational Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (mental or physical disability), The Individuals With Disabilities Education Act of 1990, the Age Discrimination in Employment Act of 1967, and the Age Discrimination Act of 1975, and other applicable federal and state laws. Green Dot Public Schools also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Green Dot Public Schools 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 Green Dot Public Schools does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Green Dot Public Schools 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 policy should be directed to the Green Dot Public Schools Uniform Complaint Procedures ("UCP") Compliance Officer as identified in Policy C. 16.0.

Rev. 06/2021

Enrollment Policy

A. 2.0 Policy: Admissions

Green Dot Public Schools operates both independent and conversion charters. Admissions policies may vary based on the type of school. Parental involvement may be encouraged but is not a requirement for acceptance to, or continued enrollment at, any Green Dot school. Each school shall follow the admission portion of the charter.

Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

Definitions:

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

A "Conversion Charter School" as defined by this policy, is one that existed as a regular district school and converted to charter status.

Admissions for Independent Charters

Independent charters are open to all students. Students must fill out a lottery form and meet all deadlines for the application process. If the number of completed lottery forms exceeds the school's capacity, a random, public lottery will determine enrollment, with preferences as established by the charter and as described herein. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

Admissions for Conversion Charters

Conversion charters are open to all students. Students must fill out a lottery form prior to the lottery date and meet all deadlines for the application process. If the number of applicants exceeds the capacity, students will be placed in a school based on a public random drawing with admissions preferences, as established by the charter and legal requirements including a preference for students who reside in the former attendance area of the school. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

Admissions for TK

Minimum age requirement for school enrollment in Transitional Kindergarten:

As a result of legislation (SB 114) effective July 10, 2023, children will be admitted into a Transitional Kindergarten program at the beginning of the school year, if they will have their **4th birthday by September 1, 2026**.

Minimum age requirement for school enrollment in Transitional Kindergarten:

Children will be admitted into the Kindergarten program at the beginning of the school year, if they will have their **5th birthday by September 1, 2026**.

Rev. 06/2026

Enrollment Policy

A. 3.0 Policy: Lottery Procedures

Green Dot Public Schools operates both independent and conversion charters. Lottery procedures may vary based on the type of school.

Lottery Application Forms

Lottery Forms: All students, including siblings, need to turn in their lottery form prior to the lottery deadline. Existing students will be exempt from the public random lottery.

Lottery Preferences on Next Pages

Lottery Preferences – Independent Schools

		Ánimo Pat Brown, Ánimo Ralph Bunche Ánimo South Los Angeles, Ánimo Watts	Ánimo City of Champions, Ánimo Inglewood, Ánimo Leadership, Ánimo Jackie Robinson, Ánimo Ellen Ochoa, Ánimo Florence Firestone, Ánimo Jefferson, Ánimo James B Taylor, Ánimo Mae Jemison, Oscar De La Hoya Ánimo	Ánimo Compton*
Students who live within Attendance Area	Siblings currently attending school			
	Founding families			
	Children of Green Dot Employees			
	All other students in the attendance area			
Students who live within school district boundaries (LAUSD unless otherwise noted)	Siblings currently attending school	1	1	
	Founding families			
	Children of Green Dot Employees	2	2	
	Matriculation	3		
	All other students in school district boundaries	4	3	1
Students who live outside school district boundaries (LAUSD unless otherwise noted)	Siblings currently attending school	5	4	
	Founding families			
	Children of Green Dot Employees	6	5	
	Matriculation	7		
	All other students outside of school district boundaries	8	6	
Preferences not tied to place of residence	Siblings currently attending school			2
	Founding families			
	Children of Green Dot Employees			3
	All other students			4

Lottery Preferences – Conversion Schools

		Alain LeRoy Locke College Preparatory Academy	Ánimo Legacy
Students who live within Attendance Area	Siblings currently attending school	1	1
	Founding families		
	Children of Green Dot Employees	2	2
	All other students in the attendance area	3	3
Students who live within school district boundaries (LAUSD unless otherwise noted)	Siblings currently attending school	4	4
	Founding families		
	Children of Green Dot Employees	5	5
	Matriculation		
	All other students in school district boundaries	6	6
Students who live outside school district boundaries (LAUSD unless otherwise noted)	Siblings currently attending school		7
	Founding families		
	Children of Green Dot Employees		8
	Matriculation		
	All other students outside of school district boundaries	7	9

* Schools not within LAUSD school boundaries: Ánimo City of Champions (Inglewood Unified), Ánimo Compton Span School 1 (Compton Unified), Ánimo Inglewood (Inglewood Unified), Ánimo Leadership (Lennox School District)

Lottery Preferences – Conversion Schools

Lottery forms received after the lottery deadline will be placed on the waitlist in the order they were received.

Sibling Preference defined as:

- Siblings of a currently enrolled student at any grade level are eligible to receive admissions preference to the **same Green Dot School**.
- Applicants who are siblings and apply to the **same Green Dot school** together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.
- Siblings must share at least one biological parent or legal guardian.

Matriculation preferences (i.e., applicants who matriculate from a specific Green Dot middle school to a Green Dot high school) are only eligible to Ánimo Ralph Bunche CHS applicants matriculating from Ánimo Jefferson CMS, Ánimo Watts College Preparatory Academy applicants matriculating from Ánimo Mae Jemison CMS, Ánimo Pat Brown CHS applicants matriculating from Ánimo Florence-Firestone CMS and Ánimo South LA CHS applicants matriculating from Ánimo Legacy CMS. For schools in LAUSD, Inglewood Unified School District and Compton Unified School District, preferences for children of Green Dot employees are limited to 10% of the school's enrollment.

Recommended Lottery Procedures

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. The school will conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.

In the automated online lottery, applicants will be admitted to the school in the order they are drawn, up to the school's capacity.

- The school reserves the right to select more than the capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity).
- Should the Principal elect to enroll more students than the school's capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

Enrollment Process and Packet

Parents/guardians of applicants that submitted a lottery form will receive a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the

letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. Staff members will document all attempts to call the families and any responses.

If Green Dot has not received confirmation within 10 calendar days, after three attempts, the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

- Completed Enrollment Form
- Photo ID of Parent/Guardian
- Proof of Birth
- Immunization Records
- Records from Previous School
- School-Parent-Student Compact
- Media Release Form
- Proof of updated TDAP vaccine (if entering in 7th grade or later)
- Proof of 2 Varicella vaccines (or written documentation from a physician certified in California explaining why the vaccine is not recommended for the student)
- Student Eligibility Form
- IEP or Section 504 plan, if applicable

Rev. 06/2026

Enrollment Policy

A. 4.0 Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences will no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another Green Dot school. If the student registers and completes an enrollment packet at multiple Green Dot schools, they will be given 2 weeks after the initial notification to make a final decision on which school they plan to attend. After the 2 week period, pending extenuating circumstances, the student will be enrolled at one school and spots at other schools will be released.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, three separate phone calls on three different days are made, with accompanying documentation made available to the parents/guardians. If parents/guardians of applicants do not respond within ten calendar days, the next applicant's parents/guardians will be contacted and the previously contacted applicant may be removed from the waitlist.

The waitlist expires annually on the last day of the open enrollment period for the following school year. Waitlists DO NOT rollover year to year.

Rev. 06/2024

Enrollment Policy

A. 5.0 Policy: Student Transfers

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another Green Dot school with capacity, or maintain a waitlist slot at another school.

Intra-Green Dot School Transfer

The transfer of a student from one GreenDot school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an Intra-Green Dot School transfer. Such transfers are initiated by parent/guardian request, require parent/guardian approval, and are only available if waitlist and enrollment policies are followed. Intra-Green Dot School transfers may be issued based on one or more of the following reasons:

- Sibling
- Parent employment-related transfers
- Specialized programs
- Social adjustment and/or protection

Intra-Green Dot School transfers will be granted only if the enrollment and waitlist policies are followed – *i.e.*, the student is eligible, the student disenrolls from the sending school, and enrolls in the receiving school, provided the receiving school has capacity; if the receiving school is at capacity, the student shall be placed on a waitlist according to the receiving school's enrollment and waitlist procedures.

For students with IEPs, the school shall implement the previously adopted IEP or develop, adopt and implement a new IEP within 30 days of receipt of official records. Unofficial records may be accepted in limited circumstances consistent with California Education Code Section 56325(b)(3).

Rev. 06/2026

Enrollment Policy

A. 6.0 Policy: Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. To that end, Green Dot has adopted the following policy regarding the enrollment and education of students experiencing homelessness.

A homeless student is defined as a person who lacks a fixed, regular, and adequate nighttime residence. It includes children and youths who:

- Live with another family/are sharing the housing of other persons, due to loss of housing, economic hardship, or a similar reason (doubled or tripled up);
- Live in an emergency or transitional shelter;
- Live in a hotel or motel due to lack of alternate adequate accommodations;
- Live in a trailer park or campsite due to lack of alternate adequate accommodations;
- Have been abandoned at a hospital;

- Have a primary nighttime residence that is public or a private place that is not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 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 McKinney-Vento Liaison.

McKinney-Vento Liaison

The Principal designates the following staff person as the McKinney-Vento Liaison for students experiencing homelessness:

Allyson Taylor

Director of Operations

1149 S. Hill St., Ste. 600

323-565-1600

The McKinney-Vento Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Green Dot.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs, and referrals to health care services, dental services, mental health 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 in locations frequented by parents, guardians, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Green Dot charter(s), and Board policy.
Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing McKinney-Vento services receive professional development and other support. The McKinney-Vento Liaison shall ensure that training related to Green Dot's homeless education program policies and recognizing signs that students are at-risk of or are experiencing homelessness is offered at least annually to certificated and classified employees providing services to students experiencing homelessness, including but not limited to, teachers, support staff, and other school staff who work with students. The McKinney-Vento Liaison shall inform certificated and classified employees of the availability of training and services the

McKinney-Vento School Liaison provides to aid in the identification of and provision of services to students at-risk of or experiencing homelessness.

8. The McKinney-Vento Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. 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 and that the youths may obtain assistance from the McKinney-Vento Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.
10. The California Department of Education ("CDE") 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/>

Enrollment

Green Dot shall immediately admit/enroll the student for which the Green Dot school is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled or a school which the child or youth attended within the past fifteen (15) months. If the school the child or youth experiencing homelessness attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the McKinney-Vento Liaison shall determine, in consultation with and with the agreement of the child or youth, and the person holding the right to make educational decisions for the child or youth, and in the best interests of the child or youth, which school shall be deemed the School of Origin.

Green Dot shall also immediately admit/enroll a youth experiencing homelessness who seeks to enroll in a Green Dot school, if the youth would otherwise be eligible to attend and subject to the school's capacity and pursuant to the procedures stated in the Green Dot charter and Board policy.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school.

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the McKinney-Vento Liaison. The McKinney-Vento Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

A youth experiencing homelessness may remain in the student's School of Origin for the entire period for which the youth is experiencing homelessness. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the School of Origin:

- Through the end of the academic year if he/she is in grades K-8.
- Through graduation if he/she is in high school.

A youth experiencing homelessness who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities. The School shall not charge any student who is a youth experiencing homelessness any family fees associated with an After-School Education and

Safety (“ASES”) Program operated by the School. The School shall also give youth experiencing homelessness waitlist priority, if any, for ASES Programs operated by the School.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted or allowed to remain in the school in which enrollment is sought pending resolution of the dispute.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian’s right to appeal the decision. The parent/guardian shall also be referred to the McKinney-Vento Liaison. The McKinney-Vento Liaison must ensure that the dispute resolution process is also followed for unaccompanied youth.

The dispute resolution process for enrollment disputes shall be consistent with the Green Dot Public Schools Uniform Complaint Procedures (“UCP”) described in Policy C. 16.0. The McKinney-Vento Liaison shall ensure that the dispute resolution and complaint processes are executed as expeditiously as possible after receiving notice of the dispute.

Housing Questionnaire

Green Dot shall administer a housing questionnaire for purposes of identifying children and youth experiencing homelessness. Green Dot shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Green Dot shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Green Dot. The housing questionnaire shall include an explanation of the rights and protections a student has as a child or youth experiencing homelessness or as an unaccompanied youth experiencing homelessness. Upon request, the housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Green Dot and shall be translated into other languages upon request of a student’s parent/guardian or an unaccompanied youth. Green Dot shall collect the completed housing questionnaires and annually report to the CDE the number of children and youths experiencing homelessness and unaccompanied youths experiencing homelessness enrolled.

Comparable Services

Each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in Green Dot such as:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.
- Programs in vocational and technical education
- Programs for gifted and talented students
- Title I services
- School nutrition programs

Transportation

Students Experiencing Homelessness:

Green Dot shall ensure that transportation is provided for students experiencing homelessness to and from Green Dot if Green Dot is the student's School of Origin at the request of the parent or guardian (or McKinney-Vento Liaison) because it is a barrier to the student attending school every day and on time. Green Dot shall also ensure that other transportation provided (as opposed to the School of Origin) is comparable to that provided to permanently housed students, and shall eliminate barriers to the school enrollment and retention of students experiencing homelessness. Transportation provided by Green Dot will be adequate and appropriate for the student's situation, but Green Dot does not commit to any one method of transportation for all youth.

Students Formerly Experiencing Homelessness:

If needed, Green Dot shall provide transportation to students who continue attending their School of Origin and who formerly experienced homelessness only until the end of the academic year in which they cease experiencing homelessness, unless the student formerly experiencing homelessness has an individualized education program that includes transportation as a necessary related service for the student.

Green Dot Written Notice

Green Dot shall provide written notice, at the time any child or youth seeks enrollment in Green Dot, and at least twice annually while the child or youth is enrolled in Green Dot, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

1. Sets forth the general rights provided in this policy;
2. Specifically states:
 - a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A);
 - b. That no homeless child or youth is required to attend a separate school for homeless children or youths;
 - c. That homeless children and youths shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
 - d. That homeless children and youths should not be stigmatized by school personnel; and
3. Provides contact information for the McKinney-Vento Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

Homeless Education Program Policies

Green Dot shall establish homeless education program policies that are consistent with state law and update these policies at intervals that shall not exceed three years. Green Dot will use resources developed by the state at the state's homeless education technical assistance center.

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Enrollment Policy

A. 6.1 Policy: Foster Youth

Green Dot recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, Green Dot shall provide them with full access to the school's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in Green Dot's local control and accountability plan (LCAP).

Definitions

Foster youth means:

- a child who is the subject of a petition filed under California Welfare and Institutions Code Section 309 (whether or not the child has been removed from the child's home by juvenile court), which references a child or youth who is under the supervision of a local child welfare agency due to allegations of child abuse or neglect
- a child who is the subject of a petition filed under California Welfare and Institutions Code Section 602, which references a child or youth that the court has taken jurisdiction over and has been declared a ward of the court due to the child's or youth's violation of law, has been removed from their home, and placed in foster care.
- a nonminor under the transition jurisdiction of the juvenile court, as described in California Welfare and Institutions Code Section 450, who satisfies all of the following criteria: (i) the nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court; (ii) 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, and (iii) 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. The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization
- a child who is the subject of a voluntary placement agreement, as defined in California Welfare and Institutions Code Section 11400.

Liaison for Foster Youth

In order to help facilitate the enrollment, placement, and transfer of foster youth to Green Dot, the Principal shall designate a Green Dot foster youth liaison. The Principal designates the following position as the Charter School's Liaison for Foster Youth:

Allyson Taylor
Director of Operations
1149 S. Hill St., Ste. 600
323-565-1600

The Liaison for Foster Youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in Green Dot, and checkout from the School of students in foster care.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from Green Dot.
 - a. When a foster youth student is enrolling in Green Dot, the Liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, Liaison shall provide the student's records to the new school within two business days of receiving the new school's request.
3. When required by law, send written notification to the foster youth's education rights holder, attorney, the appropriate representative of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker (if applicable) of pending suspensions, including in-school suspensions; expulsion proceedings if the decision to recommend expulsion is a discretionary act under Green Dot's charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Green Dot's charter; any plans to involuntarily remove a foster youth; and, a manifestation determination prior to a change in the foster youth's placement, when they are a student with a disability under state and federal special education laws. This includes any documents and related information to the above mentioned incidents.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Develop protocols and procedures for creating awareness for Green Dot staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Green Dot's foster youth.

8. Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Green Dot's local control and accountability plan.
9. This policy does not grant the Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the Liaison is advisory with respect to placement options and determination of the school of origin.

Enrollment

Green Dot shall immediately admit/enroll the student for which the Green Dot school is a School of Origin. "School of Origin" means the school the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the School of Origin.

Green Dot shall also immediately admit/enroll a foster youth who seeks to enroll in a Green Dot school, if the youth would otherwise be eligible to attend and subject to the school's capacity and pursuant to the procedures stated in the Green Dot charter and Board policy.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school.

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the Liaison for Foster Youth. The Liaison for Foster Youth shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

A foster youth may remain in the student's School of Origin for the entire period for which the youth is a foster youth, as defined above. If a youth is no longer defined as a foster youth during an academic year, the youth will be permitted to remain in the School of Origin through the end of the academic year.

A foster youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities. The School shall not charge any student who is a foster youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the School. The School shall also give foster youth waitlist priority, if any, for ASES Programs operated by the School.

A student placed in a licensed children's institution or foster family home shall attend programs operated by Green Dot unless one of the following circumstances applies:

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to Green Dot indicating that determination and that they are aware of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from Green Dot and to place him/her in an alternate education program may not be financed by Green Dot.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises their right to continue in their School of Origin, as defined above.
 - a. The student may continue in the School of Origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in their School of Origin for the remainder of the academic school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in their School of Origin until they graduate.
 - d. If the student is transitioning between school grade levels, they shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Liaison for Foster Youth may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the School of Origin be waived and they be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their School of Origin, the Liaison for Foster Youth shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the Liaison for Foster Youth, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by their transfer to a school other than the School of Origin, the principal or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if they:

1. Have outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Do not have clothing normally required by the school, such as school uniforms
3. Are unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the School of Origin, the youth has the right to remain in the School of Origin pending resolution of the dispute. The dispute shall be resolved in accordance with Green Dot's Uniform Complaint Procedures.

Complaints of Noncompliance

Complaints of noncompliance with this policy shall be governed by Green Dot's Uniform Complaint Procedures policy.

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Enrollment Policy

A. 6.2 Policy: Migratory Students

For the purposes of this Enrollment Policy Section A. 6.2, the following definitions apply:

- “A migratory child” is a student who meets the definition of “currently migratory child” under California Education Code Section 54441 (see Instruction Policy B. 1.0 for a detailed definition).
- “School of origin” means the school in which the student is enrolled at the time that a change in residence occurs.

Notwithstanding compulsory education requirements, the school serving a student who is a migratory child shall do either of the following:

1. allow the student to continue their education in the school of origin, regardless of any change of residence of the migratory child during that school year, for the duration of the student's status as a student who is a migratory child; or
2. for a student whose status changes as a student who is a migratory child during a school year, comply with either of the following, as applicable:
 - a. if the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue their education in the school of origin through the duration of that academic school year; or
 - b. if the child is enrolled in high school, allow the student to continue their education in the school of origin through graduation.

Enrollment or transitioning between grade levels will not be prohibited based upon:

- any outstanding fees, fines, textbooks, or other items or monies due to the school last attended;
- not having clothing normally required by the school, such as school uniforms;
- the student being unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation.

The Principal or designee shall inform a migrant student and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to California Education Code Section 54440 et seq.

The school may, but is not required to, provide transportation to enable a migrant student to attend the school of origin, unless otherwise required by federal law.

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A. 6.3 Policy: Newcomer Students

“A Newcomer pupil” has the same meaning as “immigrant children and youth,” as defined in Section 7011(5) of Title 20 of the United States Code.

Immigrant children and youth are individuals who:

- are aged three through twenty-one;
- were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in the United States for more than three full academic years.

Green Dot shall immediately admit/enroll a Newcomer/Immigrant youth who seeks to enroll in a Green Dot school, if the youth would otherwise be eligible to attend and subject to the school’s capacity and pursuant to the procedures stated in the Green Dot charter and Board policy.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency).

Newcomers enrolling in high school as their first U.S. school experience may remain in high school until graduation requirements are met or through the age of 21, whichever comes first, as long as sufficient progress to meet graduation requirements is being made. In order to support newcomer youth in completing graduation requirements, they should be placed in the grade level that corresponds to the number of qualifying credits they bring and not be placed in a grade level solely based on age. This guideline ensures that newcomer youth have access to extended time to complete graduation requirements.

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Enrollment Policy

A. 7.0 Policy: Over-Age Students

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. The Charter School will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment. A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

1. the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965; and

2. the pupil is not over the 22 years of age on the date of enrollment.

Green Dot encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at <https://calawyersfoundation.org/wp-content/uploads/2023/09/When-You-Turn-18-A-Legal-Survival-Guide.pdf>.

In addition, Green Dot would like to specifically make all students, and especially students over the age 18, aware of California Penal Code Section 261.5(a), which provides: "Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age."

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Enrollment Policy

A. 8.0 Policy: Returning Student and Withdrawal

Returning Student

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation where a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy.

If a Green Dot Public Schools student receives an alternate placement while pending a Disciplinary Review Panel ("DRP") hearing, the student's seat shall not be filled by the waitlist until the DRP hearing is concluded and a final decision is reached. If the DRP process results in expulsion, the student's seat shall be opened up to the waitlist. However, if the DRP process does not result in expulsion, the student shall be immediately returned to their seat, without further process.

Students who have been incarcerated, are returning from juvenile detainment and/or are on probationary status with the juvenile court system must attend a conference with their parent/guardian and an administrator within the first week of enrollment. During the conference a transcript from previous placement should be evaluated to award any credits completed. Students who have been previously expelled must complete the re-enrollment process outlined in the Green Dot Discipline Policy prior to being eligible to return to school.

Withdrawal and Exits

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is their responsibility to notify the Principal. In some cases, the Principal may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if they wish to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid as established in Section C.19.

Student Exit Reason	Sufficient Documentation for the Given Student Exit Reason
Transferred to a public/ private school in California: Student has withdrawn from/left school and has enrolled in a private school in California.	• A request for student records from a receiving public/ private school in California; or • A written record of a response from an official in the receiving school or program acknowledging the student's enrollment; <i>or</i> • A parent's statement accompanied by a private school affidavit (PSA).
Transferred to a school outside of California (but within the U.S.): The student has withdrawn from/left school and has transferred to another public or private U.S. school outside California.	• A request for student records from a U.S. school outside California; <i>or</i> • A written record of a response from an official in the receiving school or program acknowledging the student's enrollment.
Transferred/moved out of the country: The student has withdrawn from/left school to move to another country.	• A written confirmation that a student has emigrated to another country, such as a documented conversation by school staff and the student's parent (or guardian) that is placed in the student's file. Note: An official written document, such as a request for student records, is not required.
Death: The student died while enrolled in school, or the student completed the school year, was expected to return, and died during the summer break.	• A letter from a parent/guardian or family member; – <i>or</i> – • An obituary. Note: A death certificate is NOT required

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Enrollment Policy

A. 9.0 Policy: Student Records

In General

Student records are any items of information (in handwriting, print, tape, film, video or audio tape, microfiche, computer, or other medium) gathered within or outside Green Dot that are directly related to an identifiable student and maintained by Green Dot, required to be maintained by an employee in the performance of their duties, or maintained by a party acting for Green Dot.

Student records do not include:

- directory information (see Policy C. 18.0);
- informal notes that remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee;
- records of the law enforcement commissioned at Green Dot campuses, subject to 34 CFR § 99.8;
- records that only contain information about an individual after they are no longer a student at Green Dot and that are not directly related to the individual's attendance as a student; and
- grades on peer-graded papers before they are collected and recorded by a teacher.

Other Definitions

"Eligible Student" is defined as a student who has reached eighteen (18) years of age.

"School Official" is defined as a person employed by Green Dot 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 Board of Directors of Green Dot. A school official also may include a volunteer or an independent contractor outside of Green Dot who performs an institutional service or function for which Green Dot would otherwise use its own employees and who is under the direct control of Green Dot with respect to the use and maintenance of personally identifiable information from education records.

Types of Student Records

"Mandatory permanent records" include the following examples and are to be kept in perpetuity by Green Dot:

- student name, birth date, place of birth, gender;
- parent/guardian name and address;
- class subjects taken during the school year;
- graduation date; and
- attendance records.

"Mandatory interim records" are those that schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples include:

- health information;
- participation in special education programs including required tests, case studies, authorizations;
- actions necessary to establish eligibility for admission or discharge; and
- progress reports.

“Permitted records” are student records that Green Dot maintains for appropriate educational purposes. Permitted records may be destroyed when their usefulness ceases. Examples include:

- program placement;
- programming of student class schedules;
- state assessment results;
- objective counselor and/or teacher ratings;
- materials created and stored within a student's Google account
- routine discipline data; and
- verified reports of relevant behavior patterns.

Persons Granted Absolute Access to Student Records

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, Green Dot shall comply with the request. Absolute access to their child’s or own student records shall be granted to:

- parents/guardians of students younger than 18 years of age, including the parent who is not the student’s custodial parent;
- an adult student, or a student under 18 years of age who attends a postsecondary institution, in which case the student alone shall exercise rights related to their student records and grant consent for the release of records; and
- parents/guardians of an adult student with disabilities who is at least 18 years of age and has been declared incompetent under California law.

Persons or Agencies Granted Limited Access to Student Records

The following persons or agencies shall have access to student records that are relevant to their legitimate educational interest or other legally authorized purpose without prior written consent of the parent or eligible student:

- parents/guardians of a student at least 18 years of age who is a dependent child as defined under 26 USC § 152;
- students who are at least 16 years of age who have completed the 10th grade;
- Green Dot officials and employees who have a legitimate educational interest as defined in this policy and 34 C.F.R. Part 99;
- members of a Green Dot Student Attendance Review Team;
- Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.
- the California Student Aid Commission, for the purpose of providing the grade point average (“GPA”) of all Green Dot students in grade 12, and subsequently providing verification of high

school graduation or its equivalent of all Green Dot students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the California Student Aid Commission to provide test scores in lieu of the GPA;

- federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR § 99.35; and
- any person, agency, or organization authorized in compliance with a court 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;
- any judge, district attorney, probation officer, counsel of record of a minor student pursuant to California Education Code Section 49076;
- 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 Green Dot for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed and maintained by Green Dot;
- a student at least 14 years of age who is both a student experiencing homelessness and an unaccompanied minor as defined in 42 USC § 11434a;
- an individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to California Family Code Section 6552 and signs the affidavit for the purpose of enrolling a minor in school;
- a caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs;
- appropriate law enforcement authorities, in circumstances where California Education Code
- Section 48902 requires that Green Dot provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating California Penal Code Section 245; and
- designated peace officers or law enforcement agencies in cases where Green Dot is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to Green

Dot, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be kept with the student's records file in perpetuity.

Discretionary Access to Student Records

Green Dot may release information from a student's records to the following without prior written consent from the parent or eligible student:

- appropriate persons in an emergency if the health and safety of the student or other persons are at stake;
- accrediting associations;
- local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made;
- contractors and consultants having a legitimate educational interest, as defined above, based on services or functions which have been outsourced to them through formal written agreement or contract by Green Dot;
- agencies or organizations in connection with the student's application for, or receipt of, financial aid, provided that information permitting the personal identification of a student or their parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid; or
- county elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR § 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency.

Access to Student Records by Armed Forces Recruiters

Pursuant to the Every Student Succeeds Act of 2015 ("ESSA"), Green Dot secondary schools receiving funds under the ESSA shall provide armed forces recruiters with access to the name, address, and telephone listing of each secondary school student served by the student's school of attendance, unless the parent/guardian of such student has submitted a written request to the school that such student information not be released without prior written consent of the parent/guardian.

Inspection of Records

Student records are available for inspection and review by appropriate persons as identified in this Student Records Policy and as permitted by law at the school attended by the student during regular school hours. Written requests for access should be directed to the school's custodian of records (i.e., the Principal or designee), and will be granted within five days from the date of the request subject to an

authentication of the requestor's identity. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current court order specifically preventing access to records. It is the responsibility of the parent to produce legal documentation of this nature. (A court order preventing access to the student does not necessarily prevent access to records.)

Maintenance of Records

Student records are maintained by the student's teacher and the custodian of records, depending on the type of record, at the student's school of attendance or designated Green Dot location. All student records should be locked when feasible and kept at the school site.

The student's school of attendance should maintain a Student Record Access Log in the school's main office for each student. Each Student Record Access Log should include the:

- name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received);
- reason for disclosure;
- time and circumstances of disclosure; and
- particular records that were disclosed.

Charges for Duplication of, or Locating/Retrieving, Records

To provide copies of any student record, Green Dot may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

Changes to Legal Name or Gender in Mandatory Student Records

A student's legal name or gender as entered on the mandatory student record shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the student's school of attendance shall use the student's preferred name and pronouns consistent with their gender identity on all other school-related documents.

Changes to Legal Name or Gender of a Former Student

If Green Dot receives government-issued documentation demonstrating that a former student's legal name or gender has been changed, Green Dot will update the former student's records, as requested by the former student, to include the updated legal name or gender. Such government-issued documentation includes, but need not be limited to, any of the following:

- state-issued driver's license;
- birth certificate;
- passport;
- social security card; or
- court order indicating a name change or a gender change, or both

If a former student does not provide any government-issued documentation, the former student may use the process described below in the section titled "Challenges to Student Records".

If requested by the former student, Green Dot will reissue any documents conferred upon the former student (e.g., transcript, high school diploma) with the former student's updated legal name or gender. Upon reissuing any such documents, Green Dot will add a new document to the former student's file that includes all of the following:

- the date of the request;
- the date the requested records were reissued to the former pupil;
- a list of the records that were requested by, and reissued to, the former student;
- the type of documentation provided by the former student in order to demonstrate the legal name or gender change;
- the name of the staff person that completed the request; and
- the current and former name or gender of the former student.

Challenges to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a student record or offer a written response to a student record. Should a challenge to the content of a student record because a parent/guardian or student believes the record to be inaccurate, misleading, or otherwise in violation of the student's privacy rights as outlined above, the school Principal should be contacted for a conference. Green Dot will respond within thirty (30) days of the receipt of the challenge. Green Dot's response will be in writing and if the challenge is denied, Green Dot will set forth the reason for the denial.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. For requesting a grade change, please see Policy B. 5.0, Grade Changes and Withdrawal Grades.

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Green Dot to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Section B: Instruction Policy



Instruction Policy

B. 1.0 Policy: Green Dot High School Graduation Requirements

High School Graduation Requirements

To graduate from high school, Green Dot students must meet the graduation course pathway and earn a minimum of 240 credits. The recommended graduation pathway requirements are outlined in the table below.

High school graduation courses and credit requirements may vary by school with approval from the Green Dot Board of Directors.

The A-G requirements are the minimum course requirements for admission into the California State University (“CSU”) or University of California (“UC”) system. The Green Dot graduation pathway integrates A-G requirements.

Graduation Requirements for Students with an IEP, 504 Plan, or ILP

Eligibility Criteria:

Students who have an individualized education program (“IEP”) adopted pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004, a plan adopted pursuant to Section 504 (“504 Plan”) of the federal Rehabilitation Act of 1973, or an Individual Learning Plan (“ILP”) adopted pursuant to Green Dot policy may be eligible to graduate under the Green Dot (“GD”) Minimum Graduation Requirements option outlined in the table below. GD Minimum Graduation Requirements do not satisfy the requirements to apply to the UC system and CSUs. Green Dot shall provide students eligible for GD Minimum Graduation Requirements with information and support to post-secondary opportunities.

Students with an IEP or 504 Plan

A student with an active IEP or 504 Plan is eligible to graduate under the GD Minimum Graduation Requirements if:

- the student’s IEP or 504 Plan indicates that the student is scheduled to receive a high school diploma by fulfilling the Green Dot’s Minimum Graduation Requirements; and
- the student’s IEP or 504 Plan indicates how the student’s disability or suspected disability adversely impacts the student’s progress towards meeting regular graduation requirements.

Students with an Individual Learning Plan (ILP)

A student with an active ILP is eligible to graduate under the GD Minimum Graduation Requirements if

- he or she is designated as an English Learner based on the English Language Proficiency Assessment for California (EPLAC); and

- at the end of the second semester of the 10th grade year of high school, he or she is determined not able to graduate by the end of the fourth year of high school.;
- written parental consent is received if the student is under 18 years of age; and
- the student and his or her parent/guardian abide by the ILP's terms.

Completion Time

The time to complete the GD Minimum Graduation Requirements must be stated in the student's IEP, 504 Plan, or ILP.

Students who have an active IEP or 504 Plan, and who are eligible to graduate under the GD Minimum Graduation Requirements must complete state-mandated testing requirements and/or applicable state waivers.

Alternative Diploma Pathway

The Alternative Diploma Pathway is a standards-based diploma designed for students with significant cognitive disabilities who take the California Alternate Assessment (CAA) instead of the general CAASPP. This pathway ensures that students meet graduation requirements while allowing them to continue receiving special education services until age 22.

Eligibility Criteria for the Alternative Diploma

- Students must have significant cognitive disabilities.
- Students must take the California Alternate Assessment (CAA).
- The IEP team must determine eligibility based on the student's academic needs.
- Flow chart for eligibility [here](#).

**The IEP team plays a crucial role in ensuring families understand diploma options and transition planning. See counselor for pathway details.

Graduation Requirements for Students in Foster Care, Students Experiencing Homelessness, Former Juvenile Court School Pupil, Migratory Children, Children of a Military Family, and Students Participating in a Newcomer Program

When a student in foster care, a student experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer program who has completed their second year of high school transfers into Green Dot, they shall be exempted from all Green Dot-adopted coursework and other Green Dot-established graduation requirements (the "Exempted Student"), unless the School makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of their fourth year of high school.

Within 30 calendar days of a youth in foster care, a student experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer program transfer, the Principal or designee shall notify the youth in foster care or youth experiencing homelessness, the person holding the right to make educational decisions for him/her, the foster youth's social worker or probation officer, and the McKinney-Vento Liaison or Foster Youth Liaison of the

availability of the exemption and whether the youth in foster care or youth experiencing homelessness qualifies for it.

To determine whether a youth in foster care, a youth experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer program is in their third or fourth year of high school, Green Dot shall use the number of credits the student has earned as of the date of the transfer, the length of their school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever qualifies them for the exemption. In the case of a student participating in a newcomer program, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in the pupil's third or fourth year of high school.

If a youth in foster care, a youth experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, is not eligible for an exemption in the year in which the student transfers between schools, or for a student participating in a newcomer program, is not eligible for an exemption in the student's third year of high school, because Green Dot makes a finding that the student is reasonably able to complete Green Dot's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, Green Dot shall reevaluate eligibility and provide written notice to the student, the person holding the right to make educational decisions for the student, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete Green Dot's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

The Principal or designee shall consult with any Exempted Student and the person holding the right to make educational decisions for them how any requirements that are waived will affect the Exempted Student's ability to gain admission to a postsecondary educational institution or vocational plans and shall provide information about other options available to the student including, but not limited to, possible credit recovery and transfer opportunities available through the California Community Colleges. The Principal or designee shall also consult with any Exempted Student and the person holding the right to make educational decisions for them about consideration of Exempted Student's academic data and other information relevant to making an informed decision on whether to accept the exemption.

It is the sole discretion of the person holding the right to make educational decisions for the student, or the student themselves if they are 18 years of age or older, an unaccompanied youth experiencing homelessness as defined in Section 11434a(6) of Title 42 of the United States Code, or an unaccompanied minor who holds their own education rights, whether to accept the exemption, based on the student's best educational interests.

Green Dot shall not require any student who would otherwise be entitled to remain in attendance at the school to accept the exemption from Green Dot's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. Green Dot shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from Green Dot's additional graduation requirements will continue to apply while the student is enrolled in the school or if the student transfers to another school even after the student no longer meets the definition of a youth experiencing homelessness or foster youth.

Green Dot shall not require or request a youth in foster care, a youth experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer program to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by youth in foster care, a youth experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer program or any person acting on behalf of such student.

If a student who is exempted from Green Dot's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the school, the student shall have the right to choose to remain at or disenroll from the school; Green Dot shall not require or request that the student graduate before the end of the student's fourth year of high school.

An Exempted Student may be eligible to graduate under the California ("CA") Minimum Graduation Requirements per California Education Code Section 51225.1 et seq. For the purposes of this Instruction Policy Section B. 1.0, the following definitions apply:

- "A youth in foster care" is defined in Section A. 6.1 in this Student Policy Manual.
- "A youth experiencing homelessness" is defined in Section A. 6.0 in this Student Policy Manual.
- "A former juvenile court school pupil is defined as a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Green Dot school
- "A migratory child" is a student who meets the definition of "currently migratory child" under California Education Code Section 54441:
 - A child who has moved with a parent, guardian, or other person having custody, from one school district to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian, or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services.
 - "Currently migratory child" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- "A child of a military family" is a student who meets the definition stated in California Education Code Section 49701: a school-aged child enrolled in kindergarten through 12th grade in the household of an active duty member.
- "A student participating in a newcomer program" is a student who meets the definition stated in California Education Code Section 51225.2(a): a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Upon making a finding that a youth in foster care, a student experiencing homelessness, a former juvenile court school pupil, a migratory child, a child of a military family, and a student participating in a newcomer

program is reasonably able to complete Green Dot graduation requirements within their fifth year of high school, the Principal or designee shall:

1. Consult with the Exempted Student and the person holding the right to make educational decisions for him/her of the Exempted Student's option to remain in school for a fifth year to complete the School's graduation requirements and how that will affect their ability to gain admission to a postsecondary educational institution or vocational plans and shall provide information about other options available to the student including, but not limited to, possible credit recovery and transfer opportunities available through the California Community Colleges. The Principal or designee shall also consult with any Exempted Student and the person holding the right to make educational decisions for them about consideration of Exempted Student's academic data and other information relevant to making an informed decision on whether to accept the exemption, the option to remain in school for a fifth year, or both.
2. Provide information to the Exempted Student about transfer opportunities available through the California Community Colleges.
3. Upon agreement with the Exempted Student or, if they are under 18 years of age, the person holding the right to make educational decisions for them, permit the Exempted Student to stay in school for a fifth year to complete Green Dot's graduation requirements.

Students Completing Graduation Requirements while being Detained

If a student completes the graduation requirements while being detained (e.g., at a juvenile court school), Green Dot shall issue to the student a diploma from the school the student last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

Graduation Requirements Table

Subject Requirement	Green Dot Graduation Requirement	Green Dot Minimum Graduation Requirement IEP/ ILP	Exempted Students (Identified Above) CA Minimum Graduation Requirements/* <i>Alternative Diploma Pathway</i>
Total Credits	240 credits**** 160 core 80 elective	220 credits 130 core 90 elective	130 credits
History/Social Science UC/CSU Requirement A	30 Semester Credits Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	30 Semester Credits Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	25 Semester Credits Student must complete one full year of World History, one full year of US History, one semester of US Government and one semester of Economics.
English UC/CSU Requirement B	40 Semester Credits Equivalent to four year-long English courses of college preparatory composition and literature are required.	30 Semester Credits Equivalent to three year-long English courses of college preparatory composition and literature are required.	30 Semester Credits Equivalent to three year-long English courses

Mathematics* UC/CSU Requirement C	30 Semester Credits Equivalent to three one-year courses) of college preparatory mathematics are required Note: students who use validation to meet requirements will still need to take additional elective courses to meet graduation credit requirements	20 Semester Credits Two years, including Algebra I and a higher level Algebra 1 math course are required	20 Semester Credits Two year-long courses, including Algebra and a higher level Algebra 1 match course.
Lab Science UC/CSU Requirement D	20 Semester Credits Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).	20 Semester Credits Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).	20 Semester Credits Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).
Language Other Than English* UC/CSU Requirement E	20 Semester Credits Equivalent to two, one-year courses of coursework in a single language. Note: students who use validation to meet requirements will still need to take elective courses to meet graduation credit requirements	10 Semester Credits Equivalent to one year-long course of either visual and performing arts or single language.	10 Semester Credits Equivalent to one year-long course of visual and performing arts, single language, or career technical education (CTE) courses.

Visual and Performing Art UC/CSU Requirement F	10 Semester Credits one year-long course required in any of the following categories: dance, drama/theater, music, or visual art		
Physical Education**	Varies based on charter language	20 Semester Credits Equivalent to two years of physical education	20 Semester Credits Equivalent to two years of physical education
College Prep Elective UC/CSU Requirement G	10 Semester Credits Equivalent to one year-long course, or two semester long courses This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	Not applicable	N/A
Green Dot Electives***	80 Semester Credits Any elective courses applicable	90 Semester Credits Any elective courses applicable	None
Total Credits	240 credits**** 160 core 80 elective	220 credits 130 core 90 elective	130 credits

** Physical Education Waivers may be granted for students from participating in a physical education course under special circumstances outlined in the PE Waiver Guideline.

***10 elective credit waivers may be granted for students under special circumstances by submitting a 10-credit waiver form to the Principal.

* The UC and CSU allow what is known as validation to meet the requirements for math and Language other than English (LOTE): The mathematics and LOTE requirement may be satisfied via meeting UC/CSU validation rules however, students are required to recover any missing credits to meet the total credits required for high school graduation.”

Subject Requirement	UC and CSU Admission Requirement reference <u>Quick Reference Guide to UC Admissions - August 2025 (latest available as of June 2026)</u>
History/Social Science UC/CSU Requirement A	20 Semester Credits (Equivalent to two year-long courses or four semesters) of history/social science courses are required. Coursework must include one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
English UC/CSU Requirement B	40 Semester Credits Equivalent to four year-long courses or eight semesters) of college preparatory English composition and literature (classic and modern) are required. Both reading and writing components must be included in the courses.
Mathematics* UC/CSU Requirement C	30 Semester Credits Equivalent to three one-year courses) of college preparatory mathematics are required. Forty Semester credits are strongly recommended.

Lab Science UC/CSU Requirement D	20 Semester Credits Laboratory Science (equivalent to two one-year courses) of laboratory science are required. Students must have at least two of the foundational subjects of biology, chemistry and physics. CSU campuses demand that one science must be a life science (biology, etc.) and the second science a physical science (chemistry, physics, etc.). 30 credits are strongly recommended.
Language Other Than English* UC/CSU Requirement E	20 Semester Credits Equivalent to two, one-year courses of coursework in a single language. 30 credits are strongly recommended.
Visual and Performing Art UC/CSU Requirement F	10 Semester Credits one year-long course required in any of the following categories: dance, drama/theater, music, or visual art
College Prep Elective UC/CSU Requirement G	10 Semester Credits Equivalent to one year-long course, or two semester long courses. This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.

**** Students who take dual enrollment or Concurrent enrollment courses may exceed the minimum credit requirements. However, students may be required to complete the senior year course sequence to have a full class schedule

Minimum Semester Credits necessary to graduate and to be promoted to next grade level:

Graduation: 240 semester credits

From 9th to 10th: 60 semester credits

From 10th to 11th: 120 semester credits

From 11th to 12th: 180 semester credits

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University, California Community College, or other qualified private and independent career colleges or technical schools.

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CSAC") electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CSAC by October 1st. Students must complete a Free Application for Federal Student Aid (FAFSA) or a California Dream Act Application (CDAA) by March 2nd to be considered for Cal Grant eligibility.

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B. 2.0 Policy: Distinguished High School Graduate Requirements

Green Dot Public Schools Distinguished Graduates will achieve the following:

- I. 20 hours of community service.
- II. Complete the **recommended** A-G requirements with a C grade or higher
 - a. 30 semester units of Social Studies
 - b. 40 semester units of English
 - c. 40 semester units of Mathematics
 - d. 30 semester units of Lab Science
 - e. 30 semester units of Language other than English
 - f. 10 semester units of Visual and Performing Arts
 - g. 10 semester units of College Prep Elective
- III. Completion of 1 dual/concurrent enrollment course (UC/CSU transferable course) with a “C” or above grade or passing grade (3 or above) on at least 1 AP Exam prior to graduation.
- IV. 3.0 or above weighted GPA

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B. 3.0 Policy: High School Diploma, Acceleration and Commencement Ceremony

Earning a Diploma

A student can only earn a diploma from a Green Dot school once they have completed all graduation requirements with regard to courses and credits.

Any student who has not met all credit requirements by the date of graduation must complete all units within one year of their graduation year in order to earn a diploma from a Green Dot school. Otherwise, the student must either earn the diploma the following academic year or take alternate routes to receiving a diploma from a non-Green Dot school.

Green Dot may confer an honorary high school diploma upon a student who is terminally ill, so long as the diploma is clearly distinguishable from Green Dot's regular diploma of graduation.

Green Dot may grant a high school diploma retroactively to a person who:

1. has departed California against his or her will; and
2. at the time of his or her departure, was enrolled in grade 12; and
3. did not receive a high school diploma because their education was interrupted due their departure; and

4. was in good academic standing at the time of their departure (considering any coursework that may have been completed by the student outside the United States or that may have been completed by the student through online or virtual courses).

For purposes of this policy, “departed California against his or her will” means the person was:

1. in custody of a government agency and was transferred to another state; or
2. subject to a lawful order from a court or government agency that authorized the person’s removal from California; or
3. subject to a lawful order pursuant to subparagraph (b) above and was permitted to depart California before being removed from California pursuant to the lawful order; or removed or is permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act (8 U.S.C. § 1229c).

Acceleration

When high academic achievement is evident, the Chief Education Officer or designee may recommend a student for acceleration into a higher grade level. The student’s maturity level shall be taken into Consideration.

Early Graduation

Only under unique circumstances can a student graduate early and approval is at the discretion of the principal in collaboration with the Area Superintendent. The student’s parents/guardians/educational rights holders must meet with the school administration and the school counselor to develop a plan in accordance with Green Dot Public Schools’ policies and procedures. All graduation requirements must be met in order for the student to receive a diploma from the school of enrollment, contingent upon adherence to school policy. For the purposes of calculating graduation rate, early graduates will be included in their cohort. Students participating in early graduation will not be included in valedictorian/salutatorian consideration or rankings. Participation in senior activities are at the discretion of the principal.

Commencement Ceremony Participation Requirements

A student may participate in their school’s commencement ceremony if one of the following is true:

1. the student has met all of the school’s graduation requirements with regards to courses and credits, and met all of the school’s commencement ceremony requirements (see below); or
2. the student is deficient in 10 or less credits, has met all of the school’s commencement ceremony requirements (see below), and has provided confirmation of registration for credit recovery program to make up the credits the summer immediately following graduation.

In addition, each Green Dot school may require its students to complete any or all of the following to be eligible to participate in the school’s commencement ceremony (all of which are not required for UC or CSU admission, and do not require students/parents/guardians to incur any fees):

1. a senior project/portfolio; and/or
2. community service hours (Green Dot recommends ten hours per school year).

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal’s discretion and with the appropriate Area Superintendent’s approval.

Students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at the commencement ceremony, unless likely to cause a substantial disruption of, or material

interference with the ceremony, as determined by Green Dot. For purposes of this policy: “adornment” means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies; and “cultural” means recognized practices and traditions of a certain group of people.

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B. 4.0 Policy: Elementary & Middle School Promotion, Retention, Acceleration & Commencement Ceremony

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in their present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life. **Elementary and Middle School Promotion**

To be considered for promotion to the next grade level, each elementary (TK-5th) and middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot’s grading scale (see Green Dot Policy B. 5.0, “Grading Scale and Failed Courses”). Students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, and History.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, “Attendance, Absenteeism, Truancy and SART”).

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

Acceleration & Retention

Requests for retention or acceleration must be made in writing to the school Principal. Green Dot will evaluate such requests with multiple measures including but not limited to academic performance, behavioral records, and age. The school will consider the social-emotional impact of any such decision during a parent/guardian conference. A final decision will be made at the school Principal’s discretion with the appropriate Area Superintendent’s approval.

Elementary and Middle School Commencement Ceremony Participation Recommendations

Each Green Dot elementary and middle school may require its students to complete any or all of the following to be eligible to participate in the school’s commencement ceremony:

1. community service hours (Green Dot recommends ten hours per school year);
2. adherence to all disciplinary contracts/agreements.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal’s discretion and with the appropriate Area Superintendent’s approval.

Students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at the commencement ceremony, unless likely to cause a substantial disruption of, or material interference with, the ceremony, as determined by Green Dot. For purposes of this policy: “adornment” means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies; and “cultural” means recognized practices and traditions of a certain group of people.

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B. 5.0 Policy: Grading Policy

Green Dot Public Schools (GDPS) believes that best grading practices, supported by current research, consistent across grade levels, content areas and schools, will support our students in achieving equitable academic outcomes. Our grading policy is built to provide students and families with clear and meaningful feedback on the degree to which students have mastered academic skills and learning targets using a common language. Green Dot believes that teachers are best positioned to evaluate student mastery of the content, skills and knowledge of a course.

I. Grading Scale and Criteria

- A. The following four-point scale shall be used for grading all student work and determining course grades.
1. Teachers will provide clarity and transparency around expectations for work to align to the **descriptors** in the table below. A rubric or other clear set of success criteria should be provided. The Quality of Work column is meant to guide teachers in scoring student work. The Student Performance column is meant to help students understand their progress toward mastery of the content.

Descriptor	Gradebook Score	Quality of Work	Student Performance
Mastery of Standards	4	Student work demonstrates mastery of the standard and meets all the criteria for success of assessment. Work could be used as an exemplar.	I understand all the simple and complex ideas and all concepts I learned for the class. I can apply skills and knowledge as described by the standards.
Approaching Mastery of Standards	3	Work meets most criteria for success on assessment. OR Student work demonstrates an understanding of the majority of the standard. May contain	I understand all the simple ideas and concepts and the majority of the complex ideas and concepts of the standards I learned for the class. I can apply skills and knowledge

		some minor errors or miss some elements of the assignment.	as described by the standards with minor exceptions or small errors.
Developing Understanding of Standards	2	Work shows progress towards meeting criteria for success of the assessment with some significant gaps still present. OR Student work shows evidence of approaching understanding of the standard. Multiple errors are present.	I understand most of the simple ideas and concepts I learned in class but do not fully understand complex ideas or concepts yet. My work shows major errors and/or missing or incorrect knowledge.
Not Yet Meeting Standards	1	Work does not yet meet most of the success criteria of the assessment. OR Student work shows little understanding of the skills and content related to the standard. Student work shows multiple significant errors or is on topic but not addressing specific assessment prompts.	I understand some of the simple ideas and concepts of the standards learned for the class but do not show full understanding of all the simple or complex ideas or concepts yet.
No Evidence of Mastery	0	The assignment or assessment is missing OR The work turned in shows no understanding of the skills and content related to the standard.	I have not completed any part of the assignment or assessment. I do not understand yet any of the simple ideas and concepts learned in class.

Teachers may wish to provide students a rubric describing each level of mastery on an assessment. Teachers may create their own scale for individual assessments to determine what constitutes a 0, 1, 2, 3, and 4 on individual assessments based on the descriptions above.

Gradebook Set-Up and Entry: Standards-Based Gradebook

Most academic courses are set to the standards-based gradebook in PowerSchool to facilitate Standards-Based Mastery Grading.

Using this gradebook format entails the following:

- Only assessments are entered into the gradebook; the classwork/practice category does not affect the course grade.

Assessment	Any independent work the student does that demonstrates progress toward mastery of the skills and knowledge described in each course standard. An assessment grade must not incorporate an evaluation of behavior such as effort or participation.	Lesson Level Assessments • Exit Slips that demonstrate progress toward mastery of the standard. - Independent Practice - Student work from Nearpod, Jamboard, Google Doc etc. Quiz or Mid-Unit Assessment or Draft - Draft of process writing - Portion or draft of a project - Mid-Unit test End of Unit Assessments - Final draft of process writing - End of Unit Test, Mid-Term, or Final Exam - Final Project or Presentation - Each portion of a multi-standard assessment
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- Each portion of a multi-standard assessment is entered separately to connect to a standard
- PowerSchool automatically uses the most recent assessment of the standard as the default score for that standard
 - Teachers may select a different assessment of the standard if they have evidence to indicate that the prior assessment is a more accurate reflection of mastery of the standard
 - Schools may select “2 most recent” or “3 most recent” scores in place of single most recent.
- The course grade is calculated as an average of the assessed standards using the cut-points below in the **Final Grades** section.
- Standards are weighted equally for the course grade.

Universal Screener Assessments and Common Assessments:

- Universal Screener Assessments are diagnostic of overall progress toward state or external standards or assessments and not necessarily to course-specific goals and should not be entered in the gradebook. Examples of these include ICA's, NWEA MAP, and i-Ready Diagnostic assessments.
- The role that Common Assessments play in overall grading varies by content area. When common assessments are curriculum-embedded unit assessments, key standards from the assessments should be included in the gradebook. When Common Assessments are serving more as a mock version of a state assessment, they may be recommended for diagnostic and planning purposes but not included in gradebooks. Please refer to individual course and curriculum guidance as needed.

Gradebook Set-Up and Entry: Traditional Gradebook

Some courses will remain in the traditional gradebook when determined necessary (academic courses without standards) or appropriate (Advisory, Academic Success, etc).

Academic Courses

Standards-Based Mastery Grading

In order to minimize any bias related to students' unfinished learning at the start of a course, teachers will deactivate assessment scores that do not best represent a student's most recent progress toward mastery of the standards, skills, or concepts assessed. Generally, the most recent score for a standard should remain active. Teachers may use judgment when they believe an older assessment score is a more accurate assessment of a student's mastery of a standard. During the course of instruction, older assessments should be deactivated. A maximum of 3 assessments of a standard may be left active in the gradebook to reflect a diversity of assessment types (e.g. essay, unit test, project). If multiple assessments are used they must represent more recent learning and the gradebook must reflect a record of additional assessment opportunities that have been deactivated. This process is automated in the Standards-Based gradebook option (below).

Naming Assessments and Assignments in Powerschool Traditional Gradebook

Teachers will reference the standard(s) assessed or the skills/content assessed in the titles of assignments/assessments in PowerSchool:

- W.6.1.a Introduction Paragraph
- 7.RPA.2 Ratios Quiz

Teachers will create multiple assignments in PS for assessments that focus on multiple standards. Titles may reference specific skills or content and reference a standard:

- Solving Quadratic Equations HSA-REI.B.4
- Including Facts and Quotations in Informative Essay W.8.2.B

Emphasis on Mastery vs Behaviors in the Traditional Gradebook

Category weighting is functional in traditional gradebook.

- All student work shall fall into one of two categories: Assessment and Classwork & Practice. See the table below for details on weighting and assignment types.
- PowerSchool grade books will be pre-set and must retain the following category weights:
 - Assessment: (95%)
 - Classwork and Practice (5%): Entering assignments in this category is optional in all

courses except advisory. When no assignments are entered in this category PowerSchool will calculate 100% of the course grade using the assessment category by default.

- Advisory: teachers will enter grades into Classwork and Practice only.
 - PowerSchool will calculate 100% of the course grade based on this category
 - automatically.
- Academic Success: teachers will enter grades into Classwork and Practice only except as approved by the principal and Special Education Program Administrator for AS sections that are utilizing an academic curriculum.

Note: These categories are not applied in the PowerSchool Standards-Based Gradebook Pilot described below.

II. Final Grades

- A. All classes including Advisory will be graded. Students will earn a letter grade. Powerschool will use the following ranges to calculate the final letter grade:

Grade	Level of Mastery	Cut Points
A	Mastery of Standards	3.52 to 4.0
B	Approaching Mastery of Standards	2.64 to 3.51
C	Developing Understanding of Standards	1.76 to 2.63
D	Not Yet Meeting Standards	0.889 to 1.75
F	No Evidence of Mastery	0 to 0.878
I	The grade of "I" (Incomplete) may only be given when extended illness, other unusual circumstances, or an eligible student's participation in the school's Extended Semester Program warrant giving the student additional time to fulfill the course work. These grades must be removed within eight weeks of the next semester, or they become an "F".	Extenuating circumstances only. Requires administrator approval.
P	For courses designated Pass/Fail the Pass grade shall be issued in place of D through A above.	1.760.88 to 4.0

NC	No Credit grade may be issued consistent with section B. 8.0. No Credit may be issued for newly arrived EB students per section VII.D below.	Extenuating circumstances only. Requires administrator approval.
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PowerSchool converts the cut points above to percentages when it calculates A- F grades. These are accessible to a teacher to support student progress monitoring. Schools may choose whether to display this percentage on the parent/student view of grades to more easily see how near/far a student is from the next letter grade cut point.

Middle School Pilot: Numerical Final Grades

Middle schools may elect to issue numerical final grades for courses instead of issuing letter grades. Numerical scores based on master provide students and families feedback on progress as students learn the skills and content of the course. The following scale will be implemented:

4	Mastery of Standards	3.52 to 4.0
3	Approaching Mastery of Standards	2.64 to 3.51
2	Developing Understanding of Standards	1.76 to 2.63
1	Not Yet Meeting Standards	0.88 to 1.75
0	No Evidence of Mastery	0 to 0.87
I	The grade of “I” (Incomplete) may only be given when extended illness, other unusual circumstances, or an eligible student’s participation in the school’s Extended Semester Program warrant giving the student additional time to fulfill the course work. These grades must be removed within eight weeks of the next semester, or they become an “F”.	Extenuating circumstances only. Requires administrator approval.
P	For courses designated Pass/Fail	1.76 to 4.0

	the Pass grade shall be issued in place of D through A above.	
NC	No Credit grade may be issued consistent with section B. 8.0. No Credit may be issued for newly arrived EB students per section VII.D below.	Extenuating circumstances only. Requires administrator approval.

III. Frequency of Assignments and Communication

- A. Green Dot has made a commitment to students and families to be proactive and transparent about grading. Teachers should assign student work daily. The following minimum expectation for assignment frequency should be followed:
- Assessment Category: One assessment per week is recommended. A minimum of one assessment every two weeks is required.
 - For Advisory classes, at least one grade should be entered per week.
 - Classwork/Homework category is optional
 - Gradebooks for each course will be updated every 2 weeks at a minimum.
- B. Unit Assessments will be given in most classes at the end of every unit of instruction.
- C. Final Assessments: Comprehensive Final Assessments may be administered at the end of each semester. The form of a final assessment may be an exam, essay, portfolio, or project and should be counted in the assessment category. A separate score should be entered for each standard assessed on the final. A comprehensive final assessment should be graded prior to grades being due for the semester. In a standards based grade book, multiple grades may be assigned to reflect achievement for the different standards assessed by the exam.
- D. Student grades shall be updated in time for the following progress reports and report cards to be sent or emailed home.

Q1 Progress Reports (Week 5)	Q3 Progress Reports (Week 5)
Q1 Grades (Mid-Term)	Q3 Grades (Mid-Term)
Q2 Progress Reports (Week 14)	Q4 Progress Reports (Week 15)
S1 Grades (Final)	S2 Grades (Final)

IV. Late Work and Grade Improvement

- A. Students will have the opportunity to turn-in late work or missing assessment as well as the opportunity to correct or redo an assessment for a Mastery or Approaching Mastery of Standard grade at least until the unit assessment. A missing assessment should be flagged in PowerSchool to distinguish from an assessment that showed no evidence of mastery.
- B. Teachers will provide multiple opportunities to demonstrate mastery of a standard, skill, or concept throughout a unit. A minimum of 2 opportunities will be provided for any standard that is included in a final grade.

Options for teachers include: additional assessment of the same standard, item corrections on an assessment, re-take of the same assessment or a similar assessment with unique questions, or an assessment of the same content in a different format. Students may be required to participate in a reteach or office hours session prior to accessing the next opportunity to demonstrate mastery. Teachers should provide some support prior to the retake to ensure student success.

Teachers will communicate what options for improvement are available to students for their score on each assessment in the gradebook.

At the end of a unit, a student shall have an additional opportunity to improve assessment scores by re-taking or correcting portions of the same assessment or similar assessment items within one week, as long as the end of the semester does not prevent such a re-take (for example, final assessments). Students will have the opportunity to retake unit assessments until the end of the semester.

- C. If a student retakes/corrects an assessment and earns a higher grade, the new score will replace the old score. In the PowerSchool traditional gradebook, the teacher de-activates the previous assignment for a student or group of students. In the PowerSchool standards-based gradebook this replacement is automatic. If there is not an upcoming whole class opportunity to retake an assessment, students may be required to participate in an individual or small group reteach or office hours sessions.
- D. Credit Recovery : When students enrolled in a credit recovery course (e.g., APEX, Acellus) pass any of the courses they are taking during credit recovery, this passing grade will be reflected on their transcript.

- E. Extended Semester:

The Extended Semester program is designed to support students who require additional time to master content standards. This initiative is detailed in our Student Policy Manual under Instruction Policy, section B.5.0. The policy has been expanded to address special circumstances faced by students, focusing on mastery-based lessons through the APEX or Acellus Online Platform. Curriculum specialists have reviewed and selected units specifically for Extended Semester work.

Key components of the program include:

- Students complete assigned Multiple Opportunities to Demonstrate Mastery (MODM) of one unit to extend their semester and improve their grades.
- Students with a D or F grade can work to achieve a C grade.
- It is recommended that students who have participated in at least 80% of the course have access to the Extended Semester.
- Priority is given to courses in ELA, Math, Science, and History.

VI. Academic Dishonesty

In the Student Policy Manual, Section C 3.0 academic dishonesty in a course will be addressed through progressive discipline based on the seriousness of the offense. Appropriate interventions and/or consequences may be assigned, including a parent conference or Discipline Review Board meeting to address such infractions.

VII. Accommodations and Modifications

- A. All students with disabilities receiving special education services through an Individual Education Program (“IEP”) must be able to access the accommodations and modifications included in their IEP, including accommodations or modifications pertaining to grading.

These types of accommodations and modifications supersede the grading policy. Teachers will refer to each student's IEP for specific information. Any questions about the implementation of accommodations or modifications should be directed to school administration immediately.

Some students have accommodations or modifications for assessments in their IEPs. Assessments that have limited accommodation (see Section K of the IEP, not Page 1) such as IABs should not be entered into the gradebook (see **Benchmark Assessments** above).

If a student with IEP is earning a D or F for a semester grade the teacher must provide evidence of implementation of accommodations upon request.

- B. All students identified as English Language Learners (or Emergent Bilinguals) will be able to access accommodations as recommended by the school site EB team (admin responsible for Emergent Bilingual programs, EB program coordinator, and grade level lead) on major assessments.

If a Newcomer is earning a D or F for a semester grade the teacher must provide evidence of implementation of accommodations upon request, in addition to the Progress Monitoring form.

- C. Please consult this [Grading + Accommodations Supports for Emergent Bilinguals](#) for the recommended accommodations
- D. All students receiving accommodations and supports through a 504 Plan will be able to access their accommodations pertaining to grades and assessment.
- E. Emerging Bilingual students classified as “Newcomers” on their initial ELPAC should be issued “No Credit” if their semester grade will be an “F” within the first 3 months of their arrival to school.

VIII. Distance Learning

- A. In the event that public health conditions necessitate a return to distance learning, hybrid

learning, or other adjustments to the instructional delivery model, GDPSC may make mid-year adjustments to this grading policy. Such adjustments shall be distributed to students, families, and staff with ample notice and opportunity for clarification of understanding.

Elementary

Grading and Reporting Student Progress

Teachers at elementary schools will formally report student progress toward mastery of grade level standards to parents three times each year using report cards at the end of each trimester and three times per year via progress reports at mid-points during the trimester. Student achievement will be evaluated against academic standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. Teachers will conduct student-led conferences at the time report cards are issued so that parents have regular opportunities to discuss their child's academic progress, work habits, and social skills personally with his or her teachers. During student-led report card conferences, students take ownership of their learning experience, sitting at a table or moving around the room with parents or guardians and teachers. Students generally share their body of work through portfolios and work samples. Multi-language learners are encouraged to share their progress aligned to their differentiated ELD programming. It is strongly recommended that all parents or guardians attend student-led conferences upon each reporting period. Parent or legal guardian attendance for student-led conferences will be noted by signature for all three reporting periods.

Student progress in all subject matter content areas will be reported to parents during each reporting period, and copies of each student's report cards will be maintained in the main office of each elementary school campus. In addition to providing scaled scores using the evaluation continuum, teachers will include short narrative descriptions to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student's growth in performance during the reporting period. A record of attendance and tardies will also be included.

Informal progress reports will also be issued periodically throughout the school year to track student progress prior to issuing report cards at the end of each term. Parent conferences may be held at the request of teachers and/or families to address behavioral and academic concerns. Students who continue to struggle academically or behaviorally after the progress report conference will be referred to the site administrator for an SSPT conference to formalize an intervention plan.

PowerSchool Parent Portal

Parents have access to student attendance, schedule, grades and summative state test scores. It is recommended that parents and students check grades and attendance every two weeks.

Accessing Student Grades on PowerSchool Parent Portal

Parents will have access to view their students' grades on the PowerSchool Parent Portal application.

Ongoing Assessment

In addition to state-mandated assessments, teachers at elementary schools will collect data in the areas of reading, language, and mathematics using formal assessments three times per year to track individual student success and to provide a profile of the overall success and development of achievement at the school.

Assessments provided by our curriculum publishers will also be used to monitor the progress of our students in core content areas. For English Learners, teachers will also administer the end of Unit Assessments for English language development to support data driven instruction and flexible grouping. Additional assessments may take the form of teacher-created formative assessments, essays or multi-step projects. For instance, science and social science will be assessed through projects and other forms of application.

Grading Scales

Elementary schools will adhere to the following grading scales for academic courses.

Elementary School Grade Scale			
Grade Scale*	%	Label	Descriptor
4.0	90.0-100%	Exceeds	Exceeding the grade-level standards and expectations
3.0	80.0-89.9%	Meets	Meeting the grade-level standards and expectations
2.0	70.0-79.9%	Approaches	Approaching the grade-level standards. The student has key gaps in their understanding of the standard.
1.0	0.0-69.9%	Does Not Meet	Not yet met the standards The student is unable to demonstrate grade level standards and expectations without significant assistance.

Instruction Policy

B. 6.0 Policy: Academic Honors

Green Dot Public Schools will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

3.0 – 3.49 GPA	Honor Roll
3.5 – 3.99 GPA	High Honors
4.0 And above	4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating class will be determined by the highest grade point average (weighted) and the second highest grade point average (weighted). All students will be considered for these honors including transfer students.

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Instruction Policy

B. 7.0 Policy: Grade Changes and Withdrawal Grades

Requests for Grade Changes

A student or parent/guardian may request a grade change. Such requests shall be addressed with the teacher. The teacher shall respond and provide a decision regarding the requested grade change within ten school days. The teacher's decision shall be final absent clerical or mechanical error, fraud, bad faith, or incompetency. Disagreement with the teacher's grading philosophy or criteria are not bases for changing a grade. If the student or parent/guardian desire to appeal the teacher's decision, the following procedures shall be followed:

- A written request shall be directed to the Principal or designee within ten school days from the start of the new quarter/semester regarding a grade from the immediately preceding quarter/semester. The Principal or designee shall consult with the teacher and student, and provide a written response within ten school days. The burden of proving any alleged clerical or mechanical error, fraud, bad faith, or incompetency is upon the student or parent/guardian.
- If further appeal is desired, a written request shall be directed to the school's Area Superintendent within 15 school days. The Area Superintendent shall give the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request. The Area Superintendent shall provide a written response within ten school days of receipt of the appeal.
- If further appeal is desired, a written request shall be directed to Green Dot's Chief Education Officer ("CEdO") within 15 school days. The CEdO shall allow the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request.
- The student or parent/guardian may place a written rebuttal to the last appellate decision reached in the process in the student's file.

Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers out of any Green Dot school prior to the end of a semester, subject to the exceptions below. The current grades in PowerSchool will be assigned as progress grades for work completed at the time of the transfer. The receiving school is responsible for granting credit.

Exceptions to Withdrawal Grades

If the student is transferring out of a Green Dot school 20 school days or less prior to the end of a semester, the student will be responsible for all course requirements and must take the final exam to receive credit. A student will be granted an "I" (Incomplete) until all course requirements are completed. If the student does not complete the course requirements, including any final exam, they automatically receive an "F" (Fail) in those course requirements, therefore potentially resulting in a lower grade. The grade of an "I" must be removed within six weeks of the grade being issued or it shall become an "F".

Youth experiencing homelessness, youth in foster care, former juvenile court students, migrant, and newcomer youth shall receive all full and partial credits and grades earned based on any measure of full

or partial coursework satisfactorily completed, including a determination of: the days of enrollment or seat time, or both, if applicable

- The credits and grades for each school and LEA listed separately so it is clear where the credits and grades were earned.
- A complete record of the student's seat time, including both period attendance and days of enrollment.
- When receiving youth experiencing homelessness, youth in foster care, former juvenile court students, migrant, and newcomer youth Green Dot school should accept full or partial credit for all full or partial coursework satisfactorily completed by a qualifying student.
- Accept satisfactory coursework from another LEA even if the pupil did not complete the entire course.
- Transfer the credits and grades from same or equivalent courses onto an updated official transcript for the student and separately identify LEA/school where credit was earned.
- If LEA knows the transcript is missing grades, the request must be made within 2 business days with an expected response within 2 business days.

Grade Changes by Teachers

A teacher that desires to change a student grade after initial submission to the school must submit Green Dot's "Request for Grade Change" form to a school counselor and administrator. This form, once complete with signatures from the Principal and student's counselor, shall be placed and maintained in student's cumulative file.

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Instruction Policy

B. 8.0 Policy: Middle and High School CourseCredits

Credit

All Green Dot middle school and high school course credits are based on the California Department of Education recommendation for credit hours.

Granting Credit for Green Dot Middle School and High School Courses:

Courses worth five credits

- All courses are worth 5 credits unless otherwise noted in the Green Dot Course Catalog
- A total of 5 credits are awarded in a subject when the course is successfully completed with a letter grade of D or higher*
- Green Dot does not offer credit for letter grades of F
 - * The UC system does not acknowledge a letter grade of a D in the admissions process
 - * Select Green Dot schools do not offer credit for the letter grade of a D

Courses worth less than five Green Dot credits

- Pass/Fail or No Credit bases are not factored into a student GPA

Dual/Concurrent enrollment course credits - College course credits (dual & concurrent enrollment)

- Green Dot is committed to expanding access to college-level coursework for students in middle and high school. Through partnerships with local community colleges and universities, students have the opportunity to earn college credit while still enrolled in middle and high school. The two primary College Credit Course models are Dual Enrollment and Concurrent Enrollment. All College Credit course enrollment must be approved by the school counselor or administrative designee.
 - Dual Enrollment refers to college courses offered through a formal agreement between the middle/high school and a partner college. The courses are exclusive to Green Dot schools during the school day, after school, or summer. Students and families are provided with the benefits, processes, and requirements for enrollment prior to taking courses. Dual enrollment courses and earned grades will be automatically added to the student transcript.
 - Concurrent Enrollment refers to college courses that students take independently outside of a school-college partnership. These courses are open to the general public and typically take place on the college campus or online. Enrollment are college level courses offered on the college campus with college students. A student may request for a concurrent enrollment course and earned grade to be added to their transcript; it is not mandatory. An official request must be made with the student's school counselor no later than May 1 of the student's graduating year. A student's school counselor should inform the student of potential implications of adding the course to their academic transcript,
 - which include but are not limited to the following:
 - A student's GPA may change (either increase or decrease) depending on the grade earned in the class and their historical grades.
 - A student's class rank may change.
 - The student's post-secondary institution may recognize the course(s) as a high school course(s).

COLLEGE CREDIT CONVERSION TABLE
UC and/or CSU Transferable Courses
UC and/or CSU transferable college credit courses worth 3-5 units are equivalent to year-long high school courses. Students will receive the value of 10 high school credits and an additional grade point when earning a grade of "C-" or better .
UC and/or CSU transferable college credit courses worth 1-2 units are equivalent to semester-long high school courses. Students will receive the value 5 high school credits and an additional grade point when earning a grade of "C-" or better .
Non-Transferable Courses
Non-transferable college credit courses worth 3-5 units are equivalent to semester-long courses. Students will receive the value of 5 high school credits when earning a grade of "C-" or better .
Non-transferable college credit courses worth 1-2 units are equivalent to less than semester-long high school courses. Students will receive the value of 2.5 high school credits when earning a grade of "C-" or better .

* Credits may be given to additional college programs with approval from the Green Dot Chief Academic Officer.

Effect of Absences on Grades for Foster Youth

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
2. A verified court appearance or related court-ordered activity.

Advanced Placement and Honors Courses

GDPS will offer a wide range of courses including Honors and Advanced Placement.

Students who pass the Advanced Placement course with a C or higher will receive an additional point for the course for their GPA.

Students who pass an Honors course with a C or higher will receive an additional point for their GPA. Honors courses approved for the 11th and 12th grades on the school A-G course list will receive an additional point for the CSU and UC college applications.

Physical Education Credit for Student Athletes

Students who are engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after school hours may earn one semester of Physical Education Course credit. The athletic program must account for a minimum of 60 hours of physical activity per semester. Program records must be maintained by the athletic director or coach and submitted to principal or designee in order to allow student engaged in the athletic program to earn one semester of Physical Education Credit. Students can earn a maximum of one semester of Physical Education Credit per semester. Students must complete the Physical Education waiver in order to qualify for this exemption.

Physical Education Waivers

Physical Education Waivers may be granted for students from participating in a physical education course under special circumstances. The waiver may be granted to individual students who meet the following criteria:

- Students 16 years of age or older and has not had the opportunity to take any Physical Education classes due to being enrolled in special academic programs such as Marching Band, or JROTC.
- Students who are enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise. This pertains to the time the student is enrolled in these programs.
- Students who are on a minimum graduation requirement program and will not have the opportunity to take the second year of physical education requirement.
- Students who are ill or injured and may have received home and hospital education services and will not have the opportunity to take physical education courses prior to graduation.

Granting Credit from Non-Green Dot schools:

The Principal or designee will evaluate transcripts and credit accordingly. The following have been provided as guidelines:

Transfer of Credit from External Schools

Green Dot will transfer any credits received at another high school when an official transcript is provided and classes meet both of the following guidelines:

- o UC/CSU approved
- o Counselor/Principal verification

When transferring credits from a school using a different credit system, Green Dot will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Students entering a Green Dot school more than 3 weeks into the grading period of a semester must

make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C or higher in each course that will be averaged with the remaining class assignments.

Students entering a Green Dot school within the last 3 weeks of a semester without any transfer grades will receive an No Credit (NC) grade.

Transferring Credit for Summer Classes

Students can earn credit for summer classes for remediation and enrichment. Students cannot take summer courses for original credit to replace Green Dot graduation requirements (i.e., English 10 cannot be taken during the summer to avoid taking English 10 in the sophomore year.) There may be circumstances that require a student to take an acceleration course to access an Advanced Pathway which must be approved by the Area Superintendent or designee.

Students will receive credit for summer classes only when official transcripts have been provided to the school Counselor. Summer transcripts must be received by the end of the first semester.

Transferring Community College Courses and Credits

Community college courses must be taken under concurrent enrollment, or dual enrollment, to be transferable for dual credit. Non-remedial academic courses taken at a community college can be credited as dual college and high school credit.

Transfer of Coursework and Credits for Students in Foster Care, Students Experiencing Homelessness, Migratory Children, Children of a Military Family, Students Participating in a Newcomer Program, and Student in Juvenile Court School*

When a student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school transfers into Green Dot, the School shall accept and issue full credit for any coursework that the student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school has satisfactorily

completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school to retake the course.

If the student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school did not complete the entire course, they shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that they completed at their previous school. However, Green Dot may require the student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school to retake the portion of the course completed if Green Dot, 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. Whenever partial credit is issued to a student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school in any particular course, they shall be enrolled in the same or equivalent course, if applicable, so that they may continue and complete the entire course.

In no event shall Green Dot prevent a student in foster care, a student experiencing homelessness, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Home-Schooled Students, Non-Accredited High Schools or International Schools

Students enrolling from home schools or non-accredited high schools will be required to provide official transcripts from the previous schools. Students must pass a proficiency test for the courses for which they desire to receive equivalency credit. Equivalency credit will be granted upon determination of mastered skills. At times, proficiency may be indicated by the successful completion of the next sequenced course if approval is secured from the Green Dot Chief Education Officer.

Charges for Duplication of, or Locating/Retrieving, Records

To provide copies of any student record, Green Dot may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

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Instruction Policy

B. 9.0 Policy: Release of Student Records to Other Schools, including Colleges

Upon request from other TK-12 schools, colleges or universities for information pertaining to an applying student's record, including disciplinary record, Green Dot administrators and counselors must honestly and fully disclose the education records, including information regarding events resulting in suspension or expulsion, so long as the disclosure is for purposes related to the student's enrollment or transfer in the TK – 12 school, college, or university. Green Dot administrators and counselors will make a reasonable attempt to notify the parent or student, if they are over 18, of the request for records at their last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Green Dot will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School's pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

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B. 10.0 Policy: Special Needs

Equal Education Opportunities

At Green Dot Public Schools all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Green Dot Public School environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived mental or physical disability, religion, or religious affiliation.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Green Dot schools 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. Green Dot provides Specialized Academic Instruction (SAI)s and related services in accordance with the IDEA, Education Code requirements, and applicable policies and procedures of the authorizing county, school district, and/or applicable special education local plan area. These services are available for students eligible for special education services enrolled at Green Dot. Green Dot offers high quality educational programs and services for our students in accordance with the assessed needs of each student. Green Dot collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student. Students and parents/guardians have the complaint rights afforded to them under state and federal law, including the right to file a due process complaint.

Special Education referrals for eligibility may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met through the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education assessment after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in a referral to the Think Tank
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation.

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B. 11.0 Policy: Required Testing

Green Dot schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to Green Dot officials to excuse his or her child from any or all parts of the state assessments shall be granted. Please see below for more information regarding the various types of state tests.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress ("CAASPP") is comprised of the following:

- Smarter Balanced Assessment Consortium ("SBAC") summative assessment for English–Language Arts ("ELA") and Mathematics in grades 3-8 and 11.
- California Science Test in grades 5, 8, and 11.
- California Alternate Assessments ("CAA") for ELA and Mathematics in grades 3-8 and 11 and the field test in Science in grades 5, 8, and 11.
- Optional for local educational agencies to administer the Standards-based Tests in Spanish. (Further information about grade levels and subjects will be forthcoming.)

California Alternate Assessments

As noted above, the CAAs for ELA and Mathematics are given in grades 3-8 and 11. The CAA for Science is given in grades 5 and 8 and one time in high school. Only eligible students may participate in the administration of the CAAs.

California Science Test

California Science Test ("CAST") will be first operational in spring 2019. Students will be administered the CAST in grades 5 and 8 and once in high school. The CAST is aligned with the California Next Generation Science Standards.

Smarter Balanced Assessments Consortium

The Smarter Balanced assessment consortium utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards for ELA and Mathematics.

Physical Fitness Test

State Law requires schools to administer the Physical Fitness Test ("PFT") annually to all students in grades five, seven and nine. The state-designated PFT is the FITNESSGRAM®, developed by the

Cooper Institute for Aerobics Research. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures student performance in the following areas:

1. Aerobic capacity
2. Body composition
3. Muscular strength, endurance and flexibility

Additional tests for some students:

Spanish Standards Test (STS)

The Spanish Standards Test is a Spanish-language test administered to Spanish speaking students in grades 2–11 who have been enrolled in California schools for less than one year.

English Language Proficiency Assessments for California (“ELPAC”)

The ELPAC is only given to students whose primary language is not English. The ELPAC is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment for all Emergent Bilinguals. It comprises two separate assessments: one for the initial identification of students as Emergent Bilinguals (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student’s level of English language proficiency.

GATE

Students may be designated as GATE learners as early as Grade 2. Identification may be based on factors including academic achievement, assessment results, classroom performance, teacher recommendations, work samples, and other relevant data. Students may be considered through universal screening, referrals, or ongoing review of student performance. Identified students may receive differentiated instruction, enrichment, acceleration, advanced coursework, or other educational opportunities designed to meet their learning needs.

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B. 12.0 Policy: English Language Development (ELD) Program

1. Assessment
2. Reclassification
3. Monitoring
4. Notifications
5. Waivers

EL Assessment

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The English Language Proficiency Assessment for California (ELPAC) is California's test of English language proficiency. It is administered each year as an initial assessment (ELPAC IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as a summative annual assessment (ELPAC SA) to students who have been identified previously as Emergent Bilinguals.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English with the ELPAC IA, and (2) all students who are Emergent Bilinguals with the ELPAC SA. The ELPAC has three purposes:

1. To identify students who are Emergent Bilinguals and have limited language proficiency.
2. To determine the level of English language proficiency of Emergent Bilingual students.
3. To assess the progress of EB students in acquiring the skills of listening, speaking, reading, and writing in English.

At the time of initial enrollment, a home language survey is used to determine the student's primary language. (5 CCR 11307) Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument English Language Proficiency Assessment for California (ELPAC). (5 CCR 11511)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Students with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5) Students with the most significant cognitive disabilities, as determined by the student's IEP team, will take the Alternate ELPAC for initial and summative purposes.

Guidelines for Reclassification

The ELPAC assesses student performance in the following areas: Listening, Speaking, Reading and Writing. In order to be reclassified as fluent English proficient, as indicated in the following chart, students must: (1) meet an ELPAC minimum score; (2) meet a minimum RIT range; (3) teacher evaluation; and (4) obtain parent approval:

1. ELPAC Proficiency	2. Minimum RIT Range	3. Teacher Recommendation	4. Parent Consultation
Overall ELPAC proficiency of Level 4.	Language proficient MAP RIT range <i>automatically qualifies for reclass:</i> 6 th 208+ 7 th 210+ 8 th 211+ 9 th 214+ 10 th 216+ 11 th -12 th 220+	Teacher completes an evaluation form to confirm that the student's language proficiency demonstrates readiness for reclassification.	Yes
	Low MAP RIT range <i>requires teacher override to reclass:</i> 6 th : 203-207 7 th : 203-209 8 th : 203-210 9 th : 208-213 10 th 210-215 11-12 th : 211-219	Teacher completes an evaluation form to provide evidence for why a student's RI is not reflective of the student's English language proficiency.	Yes

Green Dot shall provide notice to parents or guardians of their rights, invite them to participate in the process, and obtain their approval in writing, during a face-to-face meeting or in a phone call .

Monitoring

The school will monitor student performance for four years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Notifications

Families of students whose primary language is not English will receive the following notifications:

1. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code [52173](#))
2. Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal.

Parents shall receive notification of the assessment of their child's English proficiency. The notice shall include all of the following: (Education Code [440](#); 20 USC [6312](#)). **ELD Course Offerings**

The Green Dot Designated Program includes both specific Designated course sections as well as Targeted Designated Supports within Core or Elective courses. Emergent Bilinguals at the middle and high school have diverse needs, and our EL populations vary in size and type at each school, so we offer several models of designated instruction to ensure the instructional program meets individual students' needs. All ELs are assigned a Designated Program based on their language proficiency and other academic performance data. Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform. Specific course offerings are updated annually in the EL Master Plan.

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B. 13.0 Policy: Mathematics Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, Green Dot systematically takes multiple objective academic measures of student performance into consideration, which may include any or all of the following as determined by Green Dot:
 - i-Ready Diagnostic Adaptive Assessment aligned to the Common Core Math standards;
 - Statewide summative mathematics assessments through the CAASPP;
 - Placement tests that are aligned to state-adopted content standards in mathematics;
 - Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
 - Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - Final grade in mathematics on the student's official, end of the year 8th grade report card; or
 - Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. Green Dot will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, updated i-Ready Adaptive Diagnostic scores, the student's classroom assignments, quizzes, tests, exams, and grades, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Green Dot Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Green Dot shall annually report the aggregate results of this examination to the School Board.
4. Green Dot offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:
5. A parent/legal guardian of any 9th grade student may submit a written request to the Green Dot Principal, or his or her designee, that:
 - a. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that Green Dot relied upon in determining the student's mathematics placement.
 - b. Requests that the student retake the i-Ready Diagnostic and/or an additional placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - c. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

- d. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - e. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
- 6. Green Dot shall ensure that this mathematics placement policy is posted on its website.
 - 7. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7

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Section C: Rights and Responsibilities Policy



Rights and Responsibilities Policy

C. 1.0 Policy: Attendance, Absenteeism, Truancy and SART

Green Dot believes that regular attendance is critical for a student's preparation for college, leadership and life. Accordingly, Green Dot will work with parents/guardians and students to ensure their compliance with this attendance policy.

Absences

Students are expected to attend all classes every day. Students and parents should do everything in their power to ensure punctual arrival to school and prevent unexcused absences, including maintaining good health, arranging necessary appointments outside of school time, and scheduling family vacations outside of the academic calendar.

An "absence" means not being present in a class in which the student is enrolled for greater than 30 minutes in a school day.

Any absence will be recorded as an "excused absence" for the following reasons ONLY:

- personal illness;
- emergency medical, dental, and optometry appointments (verified by a note signed by a physician)
- attending funeral services of an immediate family member:
 - excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - "immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
- court summons;
- observance of a religious holiday, instruction, or exercises, as described below;
- school approved activity;
- serious family emergencies, or other justifiable personal reasons, subject to approval by the Principal or designee;
- attendance at the pupil's naturalization ceremony to become a United States citizen; and
- participation in a civic or political event provided the student notifies the School ahead of the absence (limited to one school day per school year.)

Any absence not recorded as an "excused absence" shall be recorded as an "unexcused absence".

Students with absences (excused) from a class period more than four times in a given semester will be referred to the Student Attendance Review Team (SART) for support with interventions. **If a student is absent from a class period for more than 15 days during the course of a semester, they may not receive credit in that course.**

Procedure for Reporting an Absence

The parent or guardian must notify the school office by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify the parent in an effort to find out if the student has an excused absence.

Procedure for Returning to School after an Absence

Parents and/or guardians are required to provide a satisfactory explanation for their child's absence within 10 school days. When the student returns to school, they should bring a written note from their parent/guardian. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian

If a student does not bring a note, they will be marked as unexcused or truant. In addition, a doctor's note is required for absences due illness lasting 5 or more consecutive days.

In summary:

- **Time Frame:** Absences must be cleared within 10 school days.
- **Accepted Forms of Explanation:** Written notes from parents/guardians, doctor's notes
- **Consequences of Non-Compliance:** Absences not cleared within the specified time frame will be classified as unexcused or truancy.
- **Documentation for Illness:** A doctor's note is required for absences due to illness lasting 5 or more consecutive days.

The school will notify parents/ guardians of any opportunities to recoup absences through attendance recovery programs in alignment with state law, including Assembly Bill 176 (2024).

Procedure for Early Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

Tardies

A student is considered tardy if they are not in their seat when the bell rings signaling the start of class. If a student arrives late to school, they must obtain a late-slip from the school office. Any tardiness of more than 30 minutes for any class without a valid excuse is considered an unexcused absence. Excessive tardies will result in disciplinary action and may result in an appearance before the Student Attendance Review Team ("SART").

Tardies between Classes

Students have an allotted time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.

Passes

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/Principal/Assistant Principal as necessary.

Dismissal for Work or Participation in Events with External Organizations

In general, students may only be released to parents, guardians, or other individuals as indicated on the student's enrollment form and/or emergency contact information. Students may be picked up for work or participation in events with external organizations by representatives of such external organizations only with prior written consent from parents/guardians. Upon student pick-up, any representative of an authorized external organization shall be required to show appropriate identification to appropriate school staff in accord with the school's standard pick-up processes.

Truancy

Students absent from any class or activity period without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. A student is considered a **habitual truant** if they have been reported truant three or more times per school year. In addition, students shall be classified as a habitual truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. Consequences for truancy will include a disciplinary action, up to and including referral to the Student Attendance Review Team ("SART").

Student Attendance Review Team

The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address truantries, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

SART Members: The SART consists of the Principal and designated classified and certificated personnel. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing with student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or truantries.

Process for Addressing Excessive Unexcused Absences:

	Totals by Semester	Contact	Person(s) Responsible	Interventions/ Consequence
Phase 1	4 Absences	4-Day Letter	Meet with Counselor or Administrator	- Conference to Complete Intervention Checklist - Create Attendance Success Plan
Phase 2	7 Absences	7-Day Letter with Notice of Student Agreement	Administrator	Student Agreement; home visit and/or case management may be possible.
Phase 3	10 Absences	Certified 10-Day Letter with Notice of SART	SART	Student Agreement Reviewed and Updated by SART; meeting convened with parent/guardian or asked to attend evening assembly for parents/guardians of chronically absent students.
Phase 4	15 Absences	Certified 15-Day letter with Notice of SART	SART	- Student Agreement Reviewed and Updated - Potential Loss of Course Credit - Potential Referral to Judicial System

Process for Addressing Excessive Tardies:

	Totals by Semester	Contact	Person(s) Responsible	Interventions/Consequence
Phase 1	5 Tardies from a Class Period	Letter	Meet with Counselor or Administrator	Conference to Complete Intervention Checklist
Phase 2	10 Tardies from a Class Period	Letter with Notice of Student Agreement	Administrator	Student Agreement
Phase 3	15 Tardies from a Class Period	Certified letter with Notice of SART	SART	- Student Agreement Reviewed and Updated - Potential Loss of Course Credit - Potential Referral to Judicial System

Detailed Description of Working Through the Unexcused Absence Matrix, Above

1. After two (2) days of unexcused absence, the school will call the parent/guardian. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an email notification. In addition, upon reaching fourth (4th) unexcused absences in a school year, the parent/guardian will receive "4 Day Letter" from the School. All SART-related communications with the parent/guardian shall be tracked in the School's student information system (e.g., PowerSchool).
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "7 Day Letter with Notice of SART," and a parent/guardian conference will be requested to review the student's records and any student agreements, which may include terms requiring regular student attendance, abiding by all school rules and policies, among others. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences, the student will be referred to the SART. In addition, the parent/guardian will receive a 10 Day Letter," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.

5. The SART will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and their family, and establish a plan to resolve the attendance issue.
 - a. The SART shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The SART will review and update the previously drafted Student Agreement. Parent shall be required to sign the updated Agreement formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The Agreement will identify the corrective actions required in the future, and indicate that the SART shall have the authority to order one or more of the following consequences for non-compliance with the terms of the Agreement:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - vii. Loss of school event privileges
 - viii. Required remediation plan as set by the SART
 - c. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART Agreement are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, Green Dot will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Green Dot with any new contact information.
8. If student is absent fifteen (15) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to Green Dot's communication attempts, as set forth above, the student will be in violation of the SART Agreement and shall be disenrolled. Notification of the disenrollment shall be sent to the student's district of residence.

Legal Interventions: The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy. Once the case is referred to the authorities, the student and parent/guardian may be subject to the following sections of the California Penal Code:

- **Sections 13202.7 (a) California Vehicle Code:** "Any minor under the age of 18 years, but 13 years of age or older, who is an habitual truant, or who is adjudged by the juvenile court to be a ward of the court under subdivision (b) Section 601 of the Welfare and Institutions Code, may have their driving privilege suspended for one year by the court." A habitually truant may lose driving privileges for one year.
- **Section 601. Welfare and Institutions Code:** (a) "Any persons under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his or her parents, guardian, or custodian, or who is beyond the control of that person...is within the jurisdiction of the juvenile court..." A student who does not follow orders of parents or guardians

can be placed under the control of the court.

- **Section 601. Welfare and Institutions Code:** (b)“If a minor has four or more trancies within one school year as, or a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor’s persistent or habitual refusal to obey the reasonable and proper orders or directions of school authorities, or if the minor fails to respond to directives of a school attendance review board or probation officer or to services provided, the minor then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court.

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Rights and Responsibilities Policy

C. 2.0 Policy: Accommodations for Student Religious Practices

In accordance with Green Dot policy against discrimination and the Establishment Clause of the U.S. Constitution, students are entitled to excused absences for the observance of religious holidays provided : (1) they adhere to the school's attendance notification procedures, and (2) the accommodation does not place an undue burden on the school. Additionally, a student may be entitled to excused absences for participation in religious instruction or exercises provided, again, they adhere to the school's attendance notification procedures. A student may be granted an "excused absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Students that are absent are responsible for making up any missed assignments. A student may be granted an "excused absence" for participation in religious instruction or exercises for no more than four (4) school days per month. Students that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a student's parent or guardian must submit a written request to the Principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed; and (c) the time and duration of accommodation. To the extent possible, students should fulfill their religious obligations during lunch or free periods. If a student must fulfill a religious obligation during class time, the Green Dot Principal should grant an excused absence for a limited, defined time. Students who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.

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Rights and Responsibilities Policy

C. 3.0 Policy: Discipline

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in this Student Policy Manual, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated therein. The discipline policy of Charter School will be reviewed with students and parents, by the Principal or designee, upon admission to Charter School and the signing of the Student Policy Manual. . The plan outlines day-to-day discipline including, but not limited to, warnings, restorative practices, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, restorative resets, Saturday schools, campus community service, and student conduct agreements, as well as guidelines for suspension and expulsion. Parents and students who do not sign this Student Policy Manual are not relieved of any obligation to adhere to the Discipline Plan. Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled as established below.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

See Policy G. 5.0 for the school's consequence matrix.

Green Dot's student discipline policy defines student responsibilities and expected behavior. The discipline policy promotes learning, protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school's students and their parents/guardians. These

procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This discipline plan follows the District's Discipline Foundation Policy. Each school implements school-wide behavior supports and alternatives to out-of-school suspension. Each school follows the research-based Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently ("STOIC") classroom management model as the foundation for addressing student behavior.¹ This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. The STOIC model creates transparent expectations for students and staff and is the framework for Charter School's positive behavior and intervention systems. Examples include: incentive programs, mediation, restorative practices, in-school suspension, parent-student shadow days, written student reflections and campus community service.

The Multi-tiered System of Support (MTSS) model outlines academic, behavioral and social-emotional supports for all students at different tiers. All students receive behavioral support at the Universal Level through a school-wide Positive Behavior Support System representing universal practices. At the Additional Level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Universal supports. If a student continues to struggle, the MTSS team will determine if there are specific individual interventions (Intensified) necessary to address the student's needs or if a referral to the Student Success Team is required. A Student Success Team referral may take place based on the need for individualized behavioral interventions, but would also include a comprehensive review of the student's needs academically as well as social-emotionally.

If, through the MTSS process, the Student Success Team suspects a disability, an assessment plan is created in order to complete a comprehensive psychoeducational evaluation. For students with an IEP who are having behavioral challenges and who are in need of additional behavioral supports and interventions which are not currently in the IEP, Charter School would convene an IEP team meeting in order to add or revise a behavior support plan or consider other behavioral supports or whether or not a functional behavior assessment is warranted. The IEP team may also consider a re-evaluation of the student in order to determine a possible change in eligibility or to gather additional information to plan other changes to the student's plan.

Each school will regularly monitor discipline data to identify trends and further opportunities to support students' social-emotional and behavioral needs. Administrators will work with grade-level teams to analyze data and provide individual interventions for students as needed, partnering with parents and counselors.

School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction, including this Discipline Policy. The school's jurisdiction includes: (1) acts that are related to school activities, as well as (2) student behavior while attending school, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

¹ More information about the STOIC classroom management model is available here:
<http://www.safeandcivilschools.com/>

Progression of Disciplinary Procedures

A restorative approach will be applied whenever possible to build connection with the school community. Restorative practices may include, but are not limited to, community circles, mediation, restorative dialogue and conferences. School Behavior data is monitored through PowerSchool, Green Dot's student information system. PowerSchool provides teachers and administrators the ability to log positive behavior, interventions, and consequences as needed. Additionally, Green Dot's internal data system includes customized reports that school sites use to monitor progress over time.

Classroom Behavior Expectations and Management

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarians. Teachers work together with their students to meet their individual needs to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and throughout the school year during weekly professional development. Professional development includes data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers include: warnings, restorative practices, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal.

As a general rule, any teacher may assign an intervention to a student for minor classroom misconduct. Minor inappropriate conflicts with others may be identified at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of an intervention directly from the teacher assigning the consequence or a school administrator as needed. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal or designee. A serious violation includes any violation listed under the "Grounds for Suspension and Expulsion" section included below.

Restorative Practices

Restorative practices may be leveraged to respond to behaviors as needed. Restorative dialogue, restorative circles and appropriate steps to repair harm in the school community will be used to support students in meeting behavior expectations. Parents/guardians will be notified of the restorative steps taken so that they may reinforce behavioral expectations with their student. Green Dot will use a progressive discipline system as defined in this Student Policy Manual to intervene in student behavior.

Restorative Reset

A restorative reset is an opportunity for a student to receive direct support from a counselor or administrator providing the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to maintain established policies and standards of behavior, promote learning, and protect the safety and well-being of all students.

The school will monitor behavioral data to ensure a data-driven approach to supporting student interventions and alternatives to suspension. When applicable, restorative practices will be implemented as alternatives to suspension.

Any campus community service issued pursuant to this may take place before, after or during the school day. Any campus community service issued during the school day shall not prohibit a student's time for lunch or remove that student from instructional time.

In-School Suspension

Following progressive discipline and/or after a serious violation, in-school suspension may be issued. An in-school suspension shall be preceded by a conference conducted by the Principal or designee with the student and that student's parent/guardian/ and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

If a student is issued an in-school suspension without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the incident that occurred and the steps taken to conduct a fair and thorough investigation by the Principal or designee and of the student's right to an in person conference. Parents are notified via phone, written in-school suspension notice and in person if possible.

Certain student offenses may raise concerns as to whether safety can be maintained for students, staff and visitors if an in-school suspension is issued. Such offenses include the following:

1. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
2. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
3. Made terrorist threats against school officials or school property, or both.

Determinations of any such safety concerns depend on the specific circumstances, and will be made by the Principal or Assistant Principal on a case by case basis.

A student serving an in-school suspension reports to school at the regular time in compliance with the school uniform policy, which is described in this Student Policy Manual. Any student in need of a uniform may request assistance from the main office. Uniforms will be provided free of charge upon request. Each teacher will give the student assignments that he/she must complete under the direct supervision of the Principal or designee, and are afforded the opportunity to complete work upon returning to school should it be unavailable at the time of, or during, the suspension. Teachers may conference with the student during their planning period to provide direct instructional support as needed. In addition to instructional support, students will be provided with counseling services as deemed appropriate. Social-emotional learning curriculum may be used to allow for individual reflection and to prepare the student to reintegrate into the school community. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room. The assigned room may be a classroom, counseling center or other office space, as deemed appropriate by the school, and will be supervised at all times by an appropriately credentialed staff member.

Out-of-School Suspension

Suspension is intended to remove the student from peers and the class environment to provide the student time to reflect on his or her behavior and to encourage a possible pattern of behavior that will be more positive, as well as to ensure the school environment is safe and free from disruption upon the student's return.

A student may only be suspended for misconduct that is related to a school activity occurring within a school under the jurisdiction of the Principal or occurring related to any other school district. The misconduct may occur at any time, including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with

Green Dot's Discipline Review Panel ("DRP"), a committee designated by the Board. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

If the student has an IEP or 504 Plan and the suspension, whether in or out of school, would result in the student having been suspended for more than ten (10) days cumulatively, the school must hold a manifestation determination IEP.

Grounds for Suspension and Expulsion

In advance of a student discipline determination, including a decision to suspend a student, Green Dot will conduct a thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following matrix for suspension/expulsion recommendations.

Matrix for Suspension/Expulsion Recommendations

Category I Student Offenses with <u>No</u> Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <u>Limited</u> Principal Discretion	Category III* Student Offenses with <u>Broad</u> Principal Discretion
Principal <u>shall immediately</u> suspend and recommend expulsion when the following occur at school or at a school activity off campus.	Principal <u>must</u> recommend expulsion when the following occur at school or at a school activity off campus <u>unless</u> the principal determines that the expulsion is inappropriate.	Principal <u>may</u> recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u>
1. Possessing, selling, or furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.
2. Brandishing a knife at another person.	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C.	4. Caused or attempted to cause damage to school or private property. 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco, products containing tobacco or nicotine products. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.
3. Unlawfully selling a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Disruption of school activities (expulsion prohibited). 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.**

4. Committing or attempting to commit a sexual assault or committing a sexual battery	4. Robbery or extortion.	13. Engaged in sexual harassment.** 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.** 15. Made terrorist threats against school officials or school property, or both. 16. Willfully used force or violence upon the person of another, except in self-defense.
5. Possession of an explosive	5. Assault or battery upon any school employee.	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did <u>not</u> occur <u>on campus</u> or at a <u>school activity off campus</u>. 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 20. Engaged in, or attempted to engage in, hazing. 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. 22. Aided or abetted the infliction of physical injury to another person (expulsion prohibited).

* For Categories II and III, the school may only expel a student if the school provides evidence of one or both of the following additional findings:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 6 through 12 inclusive.

Out-Of-School Suspension Procedures

In advance of a student discipline determination, including a decision to suspend a student, Green Dot will conduct a thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following procedures:

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. In the case of a youth in foster care, written notification shall be provided to the student's education rights holder, attorney, the appropriate representative of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker (if applicable). This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following the suspension. The notice will also include rights and procedures for suspension appeal. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to the Principal or designee the next school day. There shall be no penalty to the student should the parent fail to respond to this request.

This notification may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this notification, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

At the time of notification, subject to any omitted conference due to an emergency situation described in the preceding paragraph, the student shall be informed of the reason for the disciplinary action and the evidence against them. The student shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days of the date that school received knowledge of the suspendable offense, unless the student's parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with the Principal or designee. The return to school of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference. As a part of the notification, Green Dot will work with parents/guardians and students to facilitate the daily pick up and delivery of academic work through the school's main office or electronically. Understanding the impact of a loss of instructional time, as explained below, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

Instructional Services for Suspended Students

The school will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the school's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in the school's main office under appropriate supervision as needed.

In the event that suspension is extended pending a DRP hearing, the school will provide instructional services for the student directly, through its authorizing district, or the Los Angeles County Office of Education.

Student Discipline Review Board

Each school year, the school will create a standing committee of at least five members for its Discipline Review Board (“DRB”), which is an advisory committee to the Principal or designee (e.g. Assistant Principal) on student discipline-related issues. The DRB convenes to hold a parent conference when a student commits a serious violation of the discipline code (including but not limited to Categories I and II as identified in matrix above) or has broken the terms of that student’s particular individualized student conduct agreement. The DRB is a site-based committee that may recommend interventions following a serious disciplinary infraction or advise a principal to recommend expulsion to the Discipline Review Panel (“DRP”).

The DRB is comprised of:

- The Principal or designee;
- At least 3 teachers;
- A classified employee is optional, and;
- A counselor is also optional.

The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes a DRB conference when needed. All other members of the DRB participate in this DRB conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family members, discussing interventions, and making a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The Principal or designee considers the DRB’s recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended pending the results of the DRP hearing, as the student does not return to campus while they are pending the expulsion hearing, which will be held within 30 school days unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Education Officer or designee.

Given that the DRB is an advisory committee to the Principal or designee, this conference may be held with the Principal, students and/or family members without the staff members listed above at the Principal’s request, and with approval of the Area Superintendent where the Principal is concerned that holding the DRB with staff members present may cause undue harm to the students involved.

Academic Dishonesty

- The DRB may also recommend to the Principal or designee whether academic dishonesty (e.g., cheating, deceit, improper use of Artificial Intelligence, and unethical behavior with regard to any student’s academic achievement) warrants assigning a student conduct agreement..

Gang Affiliation

- The DRB may also recommend to the Principal or designee whether involvement in gang activity warrants disciplinary probation, suspension, or expulsion. The following guidelines should guide a recommendation and decision for appropriate interventions and consequences for students involved in gang activity:
- where involvement in gang activity is the cause of a serious violation of the student code of conduct, expulsion should be recommended; and

- where involvement in gang activity is identified, but not an immediate threat to school/campus safety, disciplinary probation with a gang intervention plan should be recommended.

Expulsion – Dismissal from School

A student may be expelled from a Green Dot school for any of the violations listed above in the section titled: “Matrix for Suspension/Expulsion Recommendation,” upon recommendation from the Principal and pursuant to the DRB conference and after a DRP hearing.

Upon an expulsion recommendation by the Principal or designee, the student and the student’s guardian or representative will be invited to a conference with the Principal or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee and informed by the Grounds for Suspension and Expulsion described above, including the Matrix. Upon such determination, the student’s suspension will be extended pending the results of an expulsion hearing. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended as interim placement is secured for the student. For students with IEPs, interim placement will be discussed, determined and documented through the IEP process.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis if modified by Green Dot’s Chief Education Officer and such modification is in writing), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person;
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]); and
- Possession of an explosive or destructive device.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the

campus, or 4) during or while going to or coming from a school-sponsored activity. Guidelines corresponding to specific disciplinary offenses are listed in the Matrix above.

Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Act of 1973.

Students Experiencing Homelessness and Foster Youth

In the case of a student experiencing homelessness, discretionary expulsions require the School to provide notice to the School's McKinney-Vento Liaison at least 10 calendar days prior to a hearing. Mandatory expulsion authorizes a School to provide notice to the School's McKinney-Vento Liaison at least 10 calendar days prior to a hearing.

If the individual with exceptional needs is a youth experiencing homelessness, and the School has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal or the district superintendent of schools, McKinney-Vento Liaison shall be invited to participate in the individualized education program team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which include, but is not limited to, electronic mail or a telephone call.

In the case of a foster youth, discretionary expulsions require a School to invite and provide written notice to the student's education rights holder, attorney, the appropriate representation of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker at least 10 calendar days prior to a hearing. Mandatory expulsion authorizes a School to invite and provide written notice to student's education rights holder, attorney, the appropriate representation of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker at least 10 calendar days prior to a hearing.

Notice to Teachers

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

Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Discipline Review Panel ("DRP"), which acts on behalf of the Board, following a hearing before it. The DRP will consist of no more than five staff members and shall be constituted as follows.² The Chief Education Officer or their designee shall assign a facilitator: an Area Superintendent, the Vice President of Education, or the Chief Schools Officer. There shall be up to four additional panel members, which may include teachers, school administrators, or central office administrators. Panel members shall not be selected from the campus bringing forth the case.

² Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartiality, replacements can be made at any time.

Expulsion Procedures

Students recommended for expulsion are entitled to a DRP hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request or attend a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

The DRP hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed by the Principal or designee at least seven calendar days before the DRP hearing and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above Matrix for Suspension/Expulsion Recommendations, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right to question all witnesses who testify at the hearing, the right for the hearing to be held in public session, the right to inspect and obtain all copies of documentation, the right to present evidence on the student's behalf, the date, time and location of the hearing, the right to receive language translation, the right to request a reasonable accommodation, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the student.

Presentation of Evidence

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

In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing (i.e. Area Superintendent, Vice President of Education, Chief Schools Officer, Chief Education Officer) from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Findings of Fact

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

Within ten (10) school days after this hearing, the DRP facilitator will provide the student/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the student will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, the school and/or Green Dot's Education Team will assist parents in finding a new placement by providing parents/guardians with Los Angeles County Office of Education ("LACOE") contact information for support to find an alternative placement, and Green Dot acts as a liaison to the LAUSD suspension and Expulsion Unit as needed.

In the alternative, in a case where there is mutual agreement among the parties, a stipulated expulsion may be executed, waiving the DRB and DRP processes. Stipulated expulsions are intended for cases where the student and family believe it is in their best interest to resolve the matter without participation in this process.

Rehabilitation, Reinstatement and/or Readmission

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the DRP at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. The rehabilitation plan will outline the term of the expulsion and expectations of the pupil, including but not limited to the following:

- enroll in an alternative school setting,
- maintain appropriate attendance,
- maintain satisfactory grades,
- compliance with state laws and any educational institution of enrollment, and
- completion of counseling or other required interventions specific to the disciplinary incident
- to refrain from entering school grounds.

Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to reinstate a student shall be made by a three person panel selected by the Chief Education Officer or designee, as delegated by the Board, that shall be composed of: the Vice President of Education, the Chief Schools Officer, and Area Superintendent(s). If the term of the expulsion has ended, the Chief Education Officer or designee will schedule a Reinstatement Meeting to review the Rehabilitation Plan provided upon expulsion and determine whether the student has successfully completed the requirements. The Finding of Facts will indicate whether the student is eligible for readmission.

The student's readmission is also contingent upon the capacity of the Charter School at the time the student seeks readmission. If the charter school does not have capacity, the student may be placed on a waitlist pending future enrollment.

If the panel does not find the student is eligible for readmission and the student and/or parent/guardian disagree with the panel's decision, the Pupil and/or the parent/guardian may appeal this Decision, in writing, to GDPS's Chief Education Officer ("CEdO"), 1149 S. Hill St., Ste. 600, Los Angeles, CA 90015, that outlines the reason for the appeal, attaching any supporting documentation, within thirty (30) days from the date of the issuance of this Findings of Fact and Decision. If requested, a reinstatement denial appeal meeting will be held with the CEdO and the Pupil and/or parent/guardian. The CEdO will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student and/or parent/guardian. A decision will be made on the appeal based on a review of the entire record in this matter, including the Findings of Fact, within ten (10) calendar days from the date of the

reinstatement denial appeal meeting, unless an extension is agreed upon mutually between the CEEdO, and the student and/or parent/guardian.

Appeal Right

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Education Officer or designee outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

Appeals must be submitted to:

Green Dot Public Schools
ATTN: Chief Education Officer
1149 S. Hill St., Ste. 600
Los Angeles, CA 90015

If requested, a suspension/expulsion appeal meeting will be held with the Chief Education Officer or designee and the student/parent/guardian. The Chief Education Officer or designee will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Findings of Fact within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Education Officer or designee. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee ("DAC") will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing. The DAC's duly authorized jurisdiction includes student expulsion hearings.

The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Education Officer and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board's review shall be limited to:

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Post-Board Appeal Process

The DAC will issue a decision within 10 calendar days from the date of the expulsion appeal DAC meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the DAC. If the DAC upholds the appeal such that the expulsion is overturned, the student will be immediately reinstated and permitted to return to an instructional program. If the DAC

confirms the recommendation for expulsion, the decision will include the DRP's and/or Chief Education Officer or designee's expulsion order, a rehabilitation plan, and any other recommendations the DAC determines to be appropriate. With any decision upholding an expulsion, the DAC shall provide students/parents/guardians/authorized representatives with support from Green Dot to find alternative placement.

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C. 4.0 Policy: Due Process

The school shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Home Office and should be directed to the Area Superintendent for resolution with a written response within fifteen (15) school days.
- After appeal at the Green Dot Public School administrative level, if further review is desired, the appeal may be forwarded to the Chief Education Officer or their designee for resolution with a written response within twenty (20) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

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C. 5.0 Policy: Personal Property

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Absent an approved academic purpose, these items include, but are not limited to:

- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;

- gang paraphernalia;
- explicit material;
- tear gas (e.g., pepper spray)
- ammunition; and
- any item listed in the “Matrix for Suspension/Expulsion Recommendations” (see Green Dot Policy C. 3.0, Discipline).

Recording Technology

Audio, video, and livestream recording of any kind on school campuses or within the Home Office is prohibited without prior administrative approval and consent from all parties. Wearable technology, including smart glasses and smart watches, may not be used for recording audio, video, photography, transcription, live-streaming, or any similar functions.

Lost, Stolen, Or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

Lost and Found

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or afterschool to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis.

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C. 5.1 Policy: Cellular Telephone

Cell phones (including smartphones, walkie-talkies, pagers, or any electronic signaling device) must remain turned off and out of sight (i.e., in a student's backpack and not in pants/shorts pockets) during school hours at the school site or while under the school's supervision and control, but may be used before and after school. Schools may require that cellular phones or electronic signaling devices on campus remain "off" and stored in a cell phone pouch or holding station during school hours or during on site school activities. Any cell phone requirements or restrictions may also apply to the school's after-school programming. If a student violates such policy:

- First Occurrence: Device will be returned to the student at the end of the school day.
- Repeated Occurrences: Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequences assigned.

However, a student shall not be considered in violation of the above policy under any of the following circumstances:

- in the case of an emergency, or in response to a perceived threat of danger; or
- when the school's teacher or administrator grants permission to the student to possess or use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator; or
- 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; or
- when the possession or use of a cell phone is required in a student's individualized education program.

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C. 6.0 Policy: Uniform Requirements

Green Dot's uniform requirements are maintained and enforced to provide students with a safe and collegial environment aligned to Green Dot's mission. Although each Green Dot school may modify school colors as needed for school safety, students must adhere to the requirements below at all times.

A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Belts. Belts must be only tan, brown, or black, a standard width, and properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles must not have logos, studs, chains, writings, or initials.

Footwear. Only closed-toes dress shoes or tennis shoes. No slippers or sandals.

Headwear. No hats, bandanas, sweatbands, or visors are allowed. Students may wear ribbons, rubber bands, barrettes, or headbands.

Jackets/Coats/Sweatshirts. Must be all black without writing, initials, emblems, or logos of any kind. Logos bearing the school name are available for free for all students upon request in the school office. Students may not wear hoods in class.

Pants/Shorts. Only trouser-style khaki or black pants/shorts and unripped black jeans. Sweatpants are not allowed. Trousers or unripped black jeans must be at least ankle length but not touching the ground. It is not permissible to cut the leg seam. Shorts must reach the top of the knee in length. Pants/shorts must be worn at waist level and not at the hip.

Shirts. Only collared shirts, preferably polo-style are to be worn. The only approved logo or name is the school name. Logos bearing the school name are available for free for all students upon request in the school office.

Skirts/Skorts. Skirts/skorts must be khaki style, beige or black, an appropriately fitted size, and fall just above the student's kneecaps.

Tights/Leggings. Only solid white, beige, or black may be worn under skirts of the appropriate length.

Sweaters. Only V-neck pullover, crew-neck pullover, or cardigan in solid black. All sweaters must be worn over a uniform shirt.

Uniform Violation

Violations of the above Uniform Requirements must not result in suspension. Green Dot recommends that its schools follow these steps as needed:

1. Meet with the student to understand the challenges and provide a loaner uniform, if available;
2. Communicate with parents; then
3. Follow up with student for additional support as needed and provide a restorative intervention

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C. 7.0 Policy: Acceptable Use of Green Dot Technology

This policy is for the management and usage of Green Dot's computer equipment, technology resources, servers, networks, and online services accessed via Green Dot equipment and resource networks ("Green Dot Technology"). The policy describes acceptable Green Dot Technology usage. **Violators of Green Dot Technology policies will lose technology access privileges. As described in Sections C 19.0 and C 20.0, parents/guardians may be held financially responsible for the loss of or damage to Green Dot issued technology devices.**

Use of Green Dot Technology is intended to serve and pursue educational goals and purposes. Student use of Green Dot Technology is limited to only those activities that further or enhance the delivery of education through classroom activities, research in academic subjects, career or professional development activities, Green Dot approved personal research activities, or other purposes as defined by the school from time to time. Students have a duty to use Green Dot Technology only in a manner specified in this Policy.

User Obligations and Responsibilities

- Students have an affirmative obligation to consult appropriate computer personnel for any questions concerning the use of Green Dot Technology.
- Except where authorized by the school, students shall not use Green Dot Technology for activities that do not serve an educational purpose. Prohibited uses include, but are not limited to, using Green Dot Technology for unauthorized commercial purposes or monetary gain or for any activity prohibited by law or Green Dot policy (includes but is not limited to acts related to credit card fraud, electronic forgery, the use or sale of drugs, alcohol, or tobacco, and assisting others to perform illegal acts). Any violation that is determined to be prohibited by law may result in criminal prosecution.
- Students are responsible for the proper use of their Green Dot Technology network or online services account at all times. Students shall use these services only under their assigned login or account and shall not share their account information.

Approved Online Services and Student Accounts

- Students may only use Green Dot-approved online services, applications, websites, software, and digital tools for school purposes. Students may not create accounts, provide personal information, or use online services for school activities unless the service has been approved by Green Dot or authorized by school staff consistent with Green Dot procedures.
- For students under age 13, Green Dot will approve online services, applications, websites, and digital tools through an appropriate school or organizational review process. Individual staff members should not require elementary students to create accounts, provide personal information, or use online services that have not been approved for student use.
- When Green Dot authorizes the use of an online service for students under age 13, such use must be for the benefit of the school and for educational purposes. Green Dot will seek to ensure that vendors provide appropriate information regarding the collection, use, disclosure, retention, and deletion of student information, and that student information is not used for unrelated commercial purposes.
- Students may not use Green Dot Technology to plagiarize another's work, to place copyrighted material on the Green Dot computer systems without the author's permission, or in a manner that violates the terms of any software license agreement. Unless specified otherwise, students may download copyrighted material and software for their own educational purpose; however, such material shall not be distributed or duplicated without the copyright holder's written permission.

Artificial Intelligence and Emerging Technology Tools

- Students may use artificial intelligence tools, chatbots, transcription tools, image-generation tools, or similar emerging technologies only when approved by a teacher or administrator and only for the approved educational purpose. Students may not use such tools to complete work in a way that violates academic integrity expectations or misrepresents the student's own work. Students may not enter personal information, confidential information, student information, or information about other students into any artificial intelligence tool or online service unless the tool has been approved by Green Dot for that use.
- For elementary school students, artificial intelligence tools may only be used under staff direction and supervision, and only through Green Dot-approved tools or platforms.
- Unless otherwise noted, records, files, logs of any Internet Web Sites stored or visited, and communications accessed, stored, or transmitted using Green Dot Technology is not private or confidential. Green Dot may monitor and access any such user activity and

data at any time, including to maintain system integrity and ensure acceptable use of technology.

- Students shall not access other users' electronic communications, documents, or files without permission. Students shall not interfere with other users' ability to send or receive electronic communications, nor shall they attempt to read, delete, copy, modify, or forge other users' electronic communications, documents, or files.
- Students should not intentionally interfere with the performance of Green Dot's network or intentionally damage any Green Dot Technology. Students shall not use hacking tools on the network, intentionally introduce malicious code or viruses into Green Dot's network, or create unauthorized wireless networks to access Green Dot's network. This includes establishing wireless access points, wireless routers, and open networks on personal devices.
- Students shall not transmit material via any media, including email or internet pages, that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- Students shall not engage in any form of bullying, including but not limited to, Cyberbullying, defined in Section C.10.0. This includes but is not limited to creating, posting, or transferring discriminatory, confidential, threatening, libelous, or slanderous comments through any electronic communication device in any form that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate in a deliberate, repeated, or hostile and unwanted manner.
- Students shall not vandalize Green Dot Technology in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any intentional or malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
- Students shall use appropriate language and decorum while using Green Dot Technology.
- Green Dot will not be responsible for users' negligent or willful violations of Green Dot Technology policies, including but not limited to the unauthorized costs incurred by users due to such violations.
- Students shall promptly report any security problem or misuse of Green Dot Technology to the teacher or principal.
- Before a student is authorized to use Green Dot Technology, the student and their parent/guardian shall sign and return the Acceptable Use of Technology Agreement in this Manual.
- Before a student is authorized to check out and use a Green Dot-issued technological device for use at home, the student and their parent/guardian shall sign and return the Technology Device Check-Out & Home-Use Permission Form.

Safety

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

mistakes or negligence.

- To reinforce these measures, Green Dot implements rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities, including but not limited to the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision, as appropriate.
- Green Dot provides age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using school technology.

Elementary School Students

- For elementary school students, Green Dot Technology is intended to be used in a developmentally appropriate manner and under appropriate staff direction or supervision. Elementary students may be given more limited access to online services, communication tools, social networking features, messaging tools, artificial intelligence tools, and independent internet browsing than middle or high school students.
- Teachers and staff should use Green Dot-approved tools and follow Green Dot procedures when selecting digital resources for elementary students.
- When elementary students use Green Dot Technology, staff will make reasonable efforts to provide age-appropriate instruction and supervision regarding safe online behavior, privacy, respectful communication, cyberbullying, and reporting unsafe or inappropriate content.
- Student use of School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, Green Dot blocks or limits access to such sites on School computers with Internet access.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non- educational Internet sites. Such precautions include, but are not limited to, an Internet firewall system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and their parents accept responsibility for the

student's online actions. All other disciplinary policies of the School apply to the use of technological resources.

Concerning General Usage

The School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law. The School also reserves the right to discipline students for violations of this policy, up to and including suspension and expulsion.

Students are encouraged to remove any "personal" information stored on the School's computers. Generally, the School will delete information left on computers/networks to better facilitate the use of computers for legitimate School purposes, and the School shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on School computers.

Protection Measures

While Green Dot is able to exercise reasonable control over content created and purchased by Green Dot, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Green Dot nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold Green Dot or any Green Dot staff responsible for the failure of any technology protection measure, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless Green Dot and its personnel for any damages or costs incurred.

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C. 8.0 Policy: Agency and Police Interrogation

Protection of student rights shall be balanced with Green Dot Public Schools' responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Green Dot, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Security officers and police officers whose regular duties involve working on the school campus shall have the authority set forth in the preceding paragraph.

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, their official capacity, and the legal authority under which the interview is to

be conducted. The principal or designee shall require the officer to complete the form entitled "Investigations Conducted on [SCHOOL] Premises" prior to any such interview. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy. At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When appropriate, school personnel will attempt to call parents/guardians to notify them in advance of law enforcement's request to interview their student.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall attempt to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which they are reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse, consistent with the law.

Although subpoenas may legally be served at school on students age 12 or older, Green Dot believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

If access is required to detain/arrest a student, the principal or designee should be informed. If a student is detained, all reasonable efforts shall be made to remove the student from class or other public area and away from other students in the public prior to such detention.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in California Penal Code section [11167.5](#).

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Rights and Responsibilities Policy

C. 9.0 Policy: Search and Seizure

Green Dot Public Schools recognizes its responsibility to maintain order and security within its schools and during school-related activities. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the school, in accordance with this policy.

Students and Their Personal Effects

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

1. Outside the view of others, including students
2. In the presence of the Principal, a school administrator, or the Principal's designee
3. By a certified employee or administrator of the same sex

Immediately following the search of a student, documentation shall be made by the school authority who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

Green Dot Public Schools reserves the right to use canine services to proactively ensure a safe academic environment.

Green Dot may conduct a random metal detector weapon search at its schools if:

- 1) Green Dot determines that a substantial need exists to keep weapons off campus based upon demonstrable data or if Green Dot's Chief Executive Officer determines that an emergency situation exists that warrants a random metal detector search at Green Dot's schools;
- 2) no system of more suspicion-intense searches are workable;
- 3) the searches are minimally intrusive in that students are not touched and are only required to open pockets or jackets if they trigger the metal detector (if clothes are extremely baggy, the clothes may be touched such that the wand is about 3-4 inches away from the student's person);
- 4) the persons searched are selected on neutral criteria; and
- 5) parents and students are given prior notice of the practice.

School Property

Green Dot Public Schools authorities may inspect and search school property and equipment owned or controlled by Green Dot (such as, lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

Seizure of Property

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Implementation of Policy

Green Dot Public Schools campus administrators may develop rules and regulations to further implement this policy.

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C. 10.0 Policy: Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Green Dot Public Schools prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

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

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

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Green Dot does business, and all acts of Green Dot's Board of Directors in enacting policies and procedures that govern Green Dot. This policy also applies to online conduct, regardless of where it occurs, when such conduct causes or is reasonably likely to cause a substantial disruption to the school environment or interferes with a student's ability to participate in or benefit from school services, activities, or privileges.

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

Definitions

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

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

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

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

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

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

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

- A message, text, sound, video, or image, including those generated by or with assistance from artificial intelligence or similar technological tools.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Student Expectations for Online Conduct

Students are expected to use technology and online platforms in a respectful and responsible manner. This includes, but is not limited to:

- Not posting, sharing, or sending messages or images that are harmful, threatening, humiliating, or intended to exclude or target another person;
- Not creating or using fake profiles, impersonating others, or spreading false information about others;
- Considering how online comments or posts may affect others before sharing them; and
- Reporting online behavior that may constitute bullying, harassment, intimidation, or discrimination to a school staff member.

Bullying and Cyberbullying Prevention Procedures

Cyberbullying is bullying that takes place using technology. This can include sending or posting harmful messages, images, or videos; spreading rumors online; excluding someone from online groups; or pretending to be someone else to harm them. Cyberbullying can happen through text messages, social media, online games, email, or other digital platforms. Green Dot has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Green Dot advises students:

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

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

The following are potential websites, peer-to-peer instant message services, image/video posting platforms, and comment forums where cyberbullying can occur. Please note this is not an exhaustive list.

- **Amino:** An app that lets users join online communities, chats, forums, and groups on a variety of topics based on their interests.
- **Askfm:** A social networking site that allows users to ask other people questions, often anonymously.
- **Calculator%:** A “vault” or secret app that appears harmless, but hides photos, videos, files, and browser history.
- **Chatroulette:** There are over 20 different chat roulette sites that allow users to instantly connect via webcam and video chat. Sites typically pair the users randomly and instantly.
- **Discord:** A voice-over-IP (VOIP) app that allows users to video chat with others, private message, and join, create, or participate in public and private chat rooms. This app is often used by players to chat with each other while playing videogames.
- **Facebook** and Facebook Live: The most commonly used social media site that is accessible on many different media platforms.
- **Facebook Messenger Kids:** A messaging app and platform for children.
- **Houseparty:** A group video chat and social networking app that allows up to eight people to video chat at once in a “room.”
- **Instagram:** A photo and video sharing and networking site that connects users through other social networking sites (e.g., Facebook).
- **Kik:** Messaging app that allows users of all ages to contact others anonymously.
- **Line:** A messaging app that allows users to make free phone calls, leave voice messages, and text. Users can delete texts or chats from recipient's phone using a timer.
- **LiveMe:** A tool to broadcast live-streaming videos and watch other users' videos.
- **MeetMe:** A dating app that connects users to others based on geographic proximity.
- **Omegle:** An app that pairs users with strangers in anonymous one-on-one chat sessions.
- **Reddit:** A site that stores social news, rates and evaluates web content, and discussion threads.
- **Roblox:** An online game platform with free multiplayer games created by users. Roblox allows users to communicate with each other and join groups.
- **Sarahah:** An anonymous messaging app that allows users to send anonymous messages to people they may know.
- **Snapchat:** A photo messaging app that allows for sharing pictures and short videos that are intended to be erased shortly after delivery.
- **Telegram:** Messaging app that allows users to share photos, videos, and files; make calls, and delete texts or chats from recipient's phone using a timer.
- **TikTok:** An app that allows users to create and share their own videos where they lip-synch, sing, dance, or just talk.
- **Tumblr:** A social networking site that allows posting of short blogs and media.
- **Twitch:** A live stream platform for gamers to watch live stream content, chat, and connect
- **VSCO:** A photography app to capture and edit photos.
- **WeChat:** An app that allows users to chat with friends, and to search for people nearby and around the globe.
- **WhatsApp:** A private messaging app that allows users to text, send photos, videos, and location information to their contacts.
- **Whisper:** An anonymous social media site that allows users to post and share photo and video messages.
- **X** (formerly known as Twitter): A microblogging site that allows users to send, read, and reply to “tweets” or short messages.
- **YouTube:** A video sharing platform that allows users to post and share videos.

- **YUBO** (formerly YELLOW): An app referred to as the “Tinder for teens” that allows users to swipe right or left to accept or reject the profiles of other users.
- **YouNow**: Broadcast, Chat, and Watch Live Video: An app that lets teens broadcast themselves live. They can see and respond to live chat or view other broadcasters and chat with them.

Education

Green Dot provides age-appropriate instruction to students on appropriate online behavior, including responsible use of social media, the impact of online conduct on others, and strategies for responding to and reporting cyberbullying.

Green Dot also provide training to staff on recognizing, preventing, and responding to cyberbullying, including conduct that occurs through electronic communication and social media platforms.

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

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

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

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

Professional Development

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

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

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

- Decreased self-esteem

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

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

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

Complaint Procedures

Scope of the Complaint Procedures

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

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the school’s [UCP Officer](#) not later than one (1) year from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

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

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Green Dot’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Green Dot’s Title IX Policy can be found on the school’s website in the Student Policy Manual at C. 10.1 and Green Dot’s Uniform Complaint Procedures (UCP) Policies and Procedures can also be found on the school’s website in the Student Policy Manual at C 16.0.

Submitting a Report or Complaint

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

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Area Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

A. For Students:

If you are being cyberbullied or witness cyberbullying, you should:

- Do not respond or retaliate. Engaging with the cyberbully can escalate the situation.
- Save the evidence. Take screenshots, save messages, emails, or posts. This evidence is critical for investigation.
- Block the sender. Most platforms allow you to block unwanted contacts.
- Tell a trusted adult. This could be a parent/guardian, teacher, counselor, school administrator, or any school staff member you feel comfortable speaking with.

B. For Parents/Guardians:

If your child is experiencing cyberbullying or you become aware of a cyberbullying incident:

- Do not delete any evidence. Preserve all electronic communications, images, or posts.
- Speak with your child. Listen empathetically and reassure them that they are not alone and that help is available.

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

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

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

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

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

Investigation and Response

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

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

If the complaint is against the Principal, the Area Superintendent or their designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

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

Right of Appeal

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

Rev. 06/2026

Rights and Responsibilities Policy

C. 10.1 Policy: 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 Green Dot Public Schools (“Green Dot”) to address sex discrimination, including but not limited to sexual harassment, occurring within Green Dot’s education program or activity.

Green Dot 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.^[1]

This Policy applies to conduct occurring in Green Dot’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Green Dot 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 Green Dot Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

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

Prohibited Sexual Harassment

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

- An employee of Green Dot conditioning the provision of an aid, benefit, or service of Green Dot on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Green Dot’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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 Green Dot.

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

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

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

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

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

Party means a complainant or respondent.

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

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

Title IX Coordinator

The Board of Directors of Green Dot ("Board") has designated the Principal of each school to serve as the Title IX Coordinator ("Coordinator") for their respective school and HR Director Philip Parker to serve as the Coordinator for the Green Dot Home Office:

Please refer to [this spreadsheet](#) to find the name and contact information for your Title IX Coordinator.

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

Reporting Sex Discrimination

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

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

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Green Dot 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

Green Dot 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

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

Response to Sexual Harassment

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

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

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Green Dot's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

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

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

Grievance Procedures

Scope and General Requirements

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

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

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

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

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

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

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

Green Dot will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.^[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

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

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

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

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

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

Notice of the Allegations

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

- Green Dot's grievance procedures and any informal resolution process;

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

Emergency Removal

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

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

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

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

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

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

Investigation

In most cases, a thorough investigation will take no more than forty (40) business days. Green Dot has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

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

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

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Green Dot will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

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

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

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

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Green Dot's code of conduct to the facts;

- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

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

Appeals

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

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

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

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

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within twenty (20) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Green Dot or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Green Dot.

Training

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

Recordkeeping

Green Dot will maintain the following records for at least seven (7) years:

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

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

[1] Green Dot 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.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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Rights and Responsibilities Policy

C. 11.0 Policy: Academic Integrity

Green Dot Public Schools faculty and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Artificial Intelligence and other technological tools should only be used with teacher approval and in accordance with applicable Green Dot technology policies.

Examples of Academic Integrity Violations include, but are not limited to the following:

- Downloading information from the internet and not citing appropriate sources
- Unauthorized assistance from a peer on an exam
- Using a non-permitted device (calculator or cell phone) on an exam
- Copying
- Requests from peers to copy their own work

Consequences for Violating Academic Integrity

- All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
- A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
- The student may be placed on an Academic Honesty contract and will remain on the contract for the duration of the course.
- Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
- The Principal will be notified.
- Repeated violations or a single serious violation may lead to more serious disciplinary actions in accordance with Green Dot’s discipline and academic dishonesty policies.

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Rights and Responsibilities Policy

C. 13.0 Policy: Transportation of Students

Green Dot is committed to transporting students safely; accordingly, students shall be provided safety instruction regarding school bus safety and emergency procedures. Additionally, Green Dot recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by the staff of Green Dot. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic practices and competitions); and
- compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health). Should compelling circumstances exist, an employee of Green Dot and/or its schools shall: (1) attempt to contact the student's parent or guardian for permission to transport a Green Dot student in their personal vehicle; and (2) receive permission from the school principal or designee to transport a Green Dot student in their personal vehicle.

Progressive discipline (consistent with section C. 3.0) will be used to maintain a safe and orderly school bus. Travel on the school bus is considered part of the school's jurisdiction. Green Dot Public Schools reserves the right to take away bus privileges from any student for disciplinary or safety reasons.

Without preventative measures, certain situations may expose Green Dot to potential legal liability.

Employees of Green Dot shall not transport students in their personal vehicles unless, prior to driving students, the:

- student's parent/guardian has completed the Transportation Permission and Release of Liability Form and returned it to the student's school of attendance; and
- driver has completed the Employee Driver Agreement, which has been approved by an administrator at the employee's assigned school. (The driver shall follow all instructions delineated in the Employee Driver Agreement to obtain permission to transport a Green Dot student and adhere to all terms contained therein; including meeting all insurance requirements.)

To quickly determine whether a student is permitted to be transported by an employee of Green Dot or its family of schools, and whether a potential driver is authorized to transport a Green Dot student, the completed Transportation Permission and Release of Liability Form, and the Employee Driver Agreement shall be kept on file at the student's school of attendance and the employee's assigned school, respectively.

Transportation of Youth Experiencing Homelessness, Foster, and Migratory Youth

Please refer to Section A 6.0 for Green Dot's policy on transportation of youth experiencing homelessness.

Green Dot shall not be responsible for providing transportation to allow a foster or migratory youth to attend school, unless required by law. Green Dot is not prohibited from providing transportation, at its discretion, to allow a foster or migratory youth to attend school.

Pick-Up and Drop-Off Procedures – TK and Elementary Students

Schools shall establish designated pick-up and drop-off locations intended to promote student safety, traffic control, and orderly supervision. All families are required to review, acknowledge, and sign the Student Transportation Agreement prior to their student utilizing any school-provided transportation services.

TK students and designated elementary students may only be released to:

- A parent or legal guardian;
- An individual authorized in writing by the parent or legal guardian; or
- Authorized school personnel.

Schools may require photo identification or other appropriate verification prior to releasing students to authorized individuals. Students shall remain under appropriate supervision until safely released to an authorized individual or authorized school personnel.

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Rights and Responsibilities Policy

C. 14.0 Policy: Field Trips and Student Travel

Green Dot Public Schools recognizes that field trips and student travel are an enriching aspect of a student's educational experience. These guidelines are developed to ensure the safety of students and adult chaperones during student trips. Green Dot Public Schools is interested in providing student travel that is educational in nature and provides student knowledge and experiences to supplement the school curriculum. Educational trips include but are not limited to visiting museums, businesses, universities, cultural exhibits, nature centers, and government agencies. Student travel should be avoided during the first three weeks and last two weeks of the academic year, the first or last two or any semester, or during exam week.

All student policies, rules and procedures are in effect during the period of student travel. Students are not permitted to travel in private vehicles on field trips.

When a situation arises that poses a threat to the safety or welfare of the student participating in a trip, the school administrator will consult with supervising faculty to determine whether to cancel a trip.

Field Trips

All field trips require administrator approval. The nature, purpose, cost, and timing of the trip should be outlined for approval no later than TWO WEEKS prior to the trip. No arrangements should be made in advance of the Principal's final approval.

Overnight and Out-of-State Travel

The Principal must approve overnight trips at least ninety (90) days prior to the anticipated travel date. Only the Principal is authorized to approve or sign contracts with any travel agency.

Sponsoring faculty members are expected to generate and collect waivers and inform staff about participating students. The school administration can remove a student from the scheduled trip at any time prior to departure for academics, excessive absenteeism, behavior violations, and/or health safety concerns. Students shall not be excluded on the basis of a disability.

Overnight student travel requires appropriate supervision consisting of at least one adult chaperone for every ten student travelers. Any additional participants after ten will require an additional chaperone. Chaperones should be Green Dot Public School faculty and staff of adults approved by the administration. Chaperones commit to remaining with students to and from the travel designation and throughout the tour.

Parents/guardians of students participating on an overnight trip must be fingerprinted, and attend an informational session to review the objectives of the trip, standards of conduct required, clothing and equipment needs, responsibilities of students, costs for the trip, daily itinerary, and protocols for handling emergencies. Students violating the conduct policy may be sent home at the parent/ guardian's expense at the discretion of the administrator or designee.

Bus Rules

1. Remain seated
2. Wear seatbelts, if they are available
3. Refrain from unnecessary noise, singing, whistling, loud conversation or boisterous conduct
4. Keep all parts of the body inside the bus
5. Be courteous
6. No eating, drinking, or gum chewing
7. Do not wear shoes with cleats or spikes
8. Do not carry hazardous articles or weapons on the bus
9. All other school rules will be followed on the bus

Elementary School Field Trips

This portion of the policy shall only apply at Green Dot elementary schools.

When field trips are scheduled, your child's classroom teacher will send home an itinerary and the permission slip containing specific information pertaining to the trip. Green Dot's discipline policy and procedures remain in effect on field trips, and students who violate the discipline policy may be subject to consequences up to and including suspension and expulsion. Students without signed field trip permission slips will be placed in an alternate classroom and assigned an alternate assignment at the discretion of the School Principal for the duration of the field trip. Students must be in good attendance and discipline standing to attend field trips. Students not eligible will be given an alternate learning opportunity on campus.

While on the field trip, students are NOT permitted to bring money to make purchases for food or items from the gift shop. Chaperones/teachers are also NOT permitted to make these purchases for students. Families will be made aware in the field trip slip if students are able to take their own lunch or can only eat the school lunch.

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Rights and Responsibility Policy

C. 15.0 Policy: Conflict Resolution

The Green Dot Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a student may make a request and/or have an issue or grievance that they believe is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

Step One

The student presents their grievance or issue to the staff member with whom they have the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within ten (10) school days.

If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Education Officer or their designee (angonzalez@greendot.org or 323-565-1600), who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. In a reasonable amount of time, depending on the circumstances, the Chief Education Officer or designee, or investigator, will report their findings to Green Dot for review and action, if necessary.

Step Two

If there is dissatisfaction with the decision or if it is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor: Counselor or Administrator. Following a review of the concern, the Counselor or Administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision within ten (10) school days.

Step Three

If the response given by the Counselor or Administrator seems unreasonable to the student, they should then submit a written appeal, requesting a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

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Rights and Responsibilities Policy

C. 16.0 Policy: Uniform Complaint Procedures (UCP) Policies and Procedures

This policy contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by the Green Dot school of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

We developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the Green Dot governing board or the authorized designee.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, 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 program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the UCP complaint procedures set forth in this document:

- (a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- (b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
- (c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

The School's Responsibilities

The school shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice is made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the Area Superintendent of the school, who is the person responsible for processing complaints at the school. If a UCP complaint is filed against the Area Superintendent, the compliance officer for that case shall be Annette Gonzalez: Green Dot Chief Education Officer, 1149 S. Hill St., Ste. 600, Los Angeles, CA 90015, (323) 565-1600, angonzalez@greendot.org. For a complete list of the UCP officers and their contact information, click [here](#).

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the Area Superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in

any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the school to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
 - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
 - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
 - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
 - a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
 - the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- The school failed to follow its complaint procedures, and/or

- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

Adopted by the Green Dot Board on July 29, 2022

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Rights and Responsibilities Policy

C. 17.0 Policy: Photo Release and Consent Agreement

Permission is granted by the student and the student's parent or legal guardian for the following terms of release and consent:

1. Permission for Green Dot to use the below-identified materials in connection with the publication and distribution of materials, in various media, relating to Green Dot and its activities, operations or accomplishments.
 - A. Video or film materials incorporating student's name, image, likeness, voice and/or spoken or written words.
 - B. Photographic materials incorporating a student's name and/or image.
 - C. Printed materials incorporating student's name, likeness and/or image.
 - D. Telephonic or other recorded, electronic or digital materials incorporating student's name, voice and/or spoken or written words.
 - E. Web-based or other electronic or digital materials incorporating student's name, image, likeness, voice and/or spoken or written words.
2. Green Dot and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), student materials, or any portion or derivation thereof, in connection with the discussion or promotion of Green Dot or any aspect of Green Dot. Such right shall include the right to reproduce the student materials, in whole or in part, and the right to create derivative works based upon the student materials. All materials prepared by Green Dot that incorporate, consist of, or include student's name, image, likeness, voice, words or any portion of student materials, including, but not limited to any copyrights or other intellectual property rights shall belong to Green Dot, and Green Dot shall be the author for all purposes.
3. Green Dot agrees to use student materials in a reasonable manner to fairly and truthfully represent the student.
4. Student and parent or legal guardian acknowledge and agree that they are able to give this release and consent, that they give this release and consent voluntarily and without obligation or compensation. Student and parent or legal guardian further acknowledge and agree that they are not a member of SAG or other such professional organization.
5. Student and parent or legal guardian acknowledge and agree that Green Dot has complete creative control over its use of student's name, image, likeness, voice, words or student materials, and student waives any right of inspection or approval of any use of the student's name, image, voice, words or any of the student materials and any liability of Green Dot or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.

Students should be aware that online behavior on personal social media accounts may be subject to disciplinary action if it violates the school's code of conduct or negatively impacts the school community. While we respect students' right to free speech, we have a shared responsibility to maintain bully-free learning environments for all students and members of our community.

Rights and Responsibilities Policy

C. 18.0 Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information (as defined in Student Records, Policy A. 9.0, above) from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of their refusal.

Green Dot may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of Green Dot's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). "Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow Green Dot to include this type of information from a student's education records in certain publications, which include, but are not limited to:

- annual yearbooks;
- graduation programs;
- Green Dot/school website(s);
- sports activity sheets showing weight and height of team members;
- honor roll or other recognition lists; and
- a playbill, showing the student's role in a drama production.

GDPS has designated the following student information as directory information*:

- name;
- address;
- telephone listing;
- electronic mail address;
- photograph;
- date and place of birth;
- grade level;
- major field of study;
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees and awards received; and
- most recent previous school attended.

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (reauthorized as the Every Student Succeeds Act of 2015) provide military recruiters, upon request, with students' names, addresses and telephone listings, unless parents/legal guardians have advised Green Dot that they do not want their child's information disclosed without their prior written consent.

Directory information does not include a student's social security number or student identification number. However, Green Dot may disclose a student's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access

education records without a personal identification number, password, or other factor that only the authorized user knows. A student's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12th-grade students and students who are no longer enrolled in a Green Dot school provided that the information is used only for purposes directly related to the institution's academic or professional goals.

If parents/legal guardians do not want Green Dot to disclose directory information from their child's education records without their prior written consent, they must notify their child's school site principal, in writing, by September 1, or within 30 days upon a student's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to Green Dot.

**Subject to the restrictions contained therein, Education Code § 49073(c)(2) allows disclosure of directory information for students experiencing homelessness to facilitate qualifying eye examinations and oral health assessments.*

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Rights and Responsibility Policy

C. 19.0 Policy: Student Fees

Green Dot shall ensure that books, materials, equipment, computer equipment, supplies, and other resources necessary for students' participation in Green Dot's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his or her participation in an educational activity which constitutes an integral fundamental part of Green Dot's educational program. This general prohibition against student fees, unless authorized by law, shall not restrict Green Dot from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Green Dot shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Legally Authorized Fees and Prompt Payment

Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances). An itemized record of such fees is kept by the school and responsibility to pay such fees is placed solely on the student's parent/guardian, unless the student is no longer under the legal control of their parent/guardian at the time the fee is incurred.

Parents/guardians are expected to pay promptly any accrued fees by their child, without reminders. Green Dot shall provide the parent/guardian with an itemized invoice for any amount owed that includes a reference to this Student Fees policy and the rights established by California Education Code Sections 49014 and 49557.5. Upon receiving payment for any invoice for student fees, Green Dot shall provide a

receipt to the parent/guardian. All services, goods, and bills paid by check are subject to a returned check fee.

Green Dot will ensure that a student whose parent/guardian has unpaid school meal fees is not denied a reimbursable meal of the student's choice because of the fact that the student's parent or guardian has unpaid meal fees. Please see Health and Safety Policy D. 15.0 (Wellness Policy) for more information.

A student's grades, diploma, and transcripts may be withheld, after affording the student his or her due process rights when a school's real or personal property has been willfully cut, defaced, or otherwise injured or damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil's parent or guardian has paid for such damages. Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise injures or damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed \$10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

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Rights and Responsibilities Policy

C. 20.0 Policy: Textbooks, Instructional Materials, and Green Dot Issued Technological Devices

Students and their parents/guardians assume full responsibility for the security and maintenance of the textbook, instructional materials, and technology devices issued to them by Green Dot. Should a textbook, instructional material, or a technology device be lost, stolen, damaged, or defaced after issuance to a student, that student may be required to pay a replacement fee before a new textbook, or instructional material, or technology device is issued or to pay such fee by the end of the academic year, or may be subject to a more restrictive check-out procedure. Students are required to keep textbooks, instructional materials, and technology devices covered or protected (when feasible) and in good condition. Students may not willfully write in, deface or otherwise damage their textbooks, instructional materials, or technology devices. Pursuant to the language above, parents/guardians may be liable for up to \$10,000 (ten thousand dollars) for their students' willful damage to textbooks, instructional materials or technology devices.

Before a student is authorized to check out and use a Green Dot-issued technological device for use at home, the student and their parent/guardian shall sign and return the Technology Device Check-Out & Home-Use Permission Form.

Students may lose the privilege of participating in school activities due to lost or damaged textbooks or instructional materials, or technology devices. These activities include, but are not limited to: dances, field trips, prom, and senior activities.

All instructional materials, including, but not limited to, teacher's manuals, films, tapes, or other supplementary material that may be used in connection with any survey, analysis, or evaluation as part of

any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Rev. 06/2022

Rights and Responsibilities Policy

C. 21.0 Policy: Student Eligibility for Free and Reduced Lunch Programs

Free and reduced price lunch income eligibility forms will be sent to families electronically using the parent/guardian email address and/or phone number on file. They must be completed by the due date.

Rev. 06/2024

Rights and Responsibilities

C. 22.0 Policy: Work Permits

Green Dot recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes.

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session. The request for a work permit shall be submitted to the Principal or designated school administrator on a form approved by the CDE.

A student is not required to obtain a work permit if they are:

- self-employed;
- working at odd jobs (e.g., yard work and babysitting in private homes where they are not regularly employed);
- employed by their parent/guardian in domestic labor on, or in connection with, premises the parent/guardian owns, operates, or controls; or
- otherwise exempted by law.

A Principal or designated school administrator is authorized to issue a work permit to a minor Green Dot student. The Principal or designated school administrator has discretion to determine whether to issue the work permit. However, the Principal or designated school administrator shall not deny a work-permit if all three of the following apply:

- the minor student's school is physically closed for an extended period of time because of a natural disaster, pandemic, or other emergency;
- the minor student's work-permit application is complete and has been successfully submitted electronically; and
- the minor student, accompanied by the minor's parent/guardian, has attended a video conference with the Principal or designated school administrator issuing the work permit.

In determining whether to grant or continue a work permit, the Principal or designated school administrator will consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 GPA and satisfactory school attendance. However, a work permit shall not be denied based on a student's grades, GPA, or school attendance when the student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency. Further, if the student is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the student attends, Green Dot and the Principal are prohibited from denying the work permit on the basis of the student's grades, grade point average, or school attendance.

Students may be issued more than one work permit if they work concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by the law.

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures above.

The Principal or designated school administrator shall revoke a student's work permit whenever they determine that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law.

Rev. 06/2023

Rights and Responsibilities Policy

C. 23.0 Policy: Athletic Eligibility

Green Dot maintains membership in the California Interscholastic Federation ("CIF") and requires that interscholastic athletic activities be conducted in accordance with CIF's bylaws and rules. A copy of the local CIF league rules may be found at www.cifstate.org. In addition, CIF's minimum standards, to maintain athletic eligibility, Green Dot students must:

- earn a minimum 2.5 GPA in the previous grading period (students who fall between a 2.0 GPA and a 2.5 GPA in the previous grading period maintain athletic eligibility but are placed on probation for the following grading period);
- not receive a grade of "F" in any subject;
- adhere to all Green Dot safety rules, policies, and instructions, as well as satisfactory sportsmanship and citizenship in the regular school environment;
- adhere to all current CIF rules and regulations;
- pass a physical examination given and certified by a medical doctor;

- carry sufficient insurance for injuries to participants arising while engaged in or preparing for interscholastic athletics sponsored by Green Dot;
- sign and return an acknowledgement of receipt and review of the Sudden Cardiac Arrest symptoms information sheet posted on the CDE's website; and
- sign and return an Acknowledgement of Opioid Factsheet for Patients.

All student transfers, including intra-Ánimo transfers (i.e., transfer between Green Dot schools), must follow CIF's transfer regulations that may include one year of non-participation for any student who transfers after the ninth grade year without a change of address.

Foster youth whose residence changes pursuant to a court order or decision of a child welfare worker and youth experiencing homelessness shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Rev. 06/2022

Rights and Responsibilities Policy

C. 24.0 Policy: Student Organizations

Green Dot believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code Section 221.5, or that in philosophy or practice does not comply with the mission, expectations, and rules of Green Dot or the school.

Rev. 06/2018

Rights and Responsibilities Policy

C. 25.0 Policy: Student Expression and Media

All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy. Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Student Opinion

Green Dot Public Schools welcomes the views of students on matters relative to curriculum, class schedules, extra-curricular activities, and all other matters pertaining to the school community. Students are encouraged to express their view first to appropriate faculty or staff and then to school administration.

Student Media Organizations

Green Dot Public Schools commits to freedom of expression for student forums. The school newspapers, yearbook and literary magazines are encouraged to operate in a positive climate in which students demonstrate a high level of responsibility and enjoy the trust and respect of their community. The instruction and training which students receive under the guidance of professional sponsors are expected to ensure that issues of student interest, including topics about which there may be controversy or dissent, be handled with regard for sensitivity and professional ethics. Furthermore, the additional education which student writers, editors, and broadcasters gain through experience of making decisions about the content of student publications is expected to allow students to practice their training commensurate with accepted professional standards.

Pursuant to state law, students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section. Leaflets, pictorial, and other printed matter to be distributed shall be submitted to the Green Dot principal or designee at least one (1) school day prior to distribution. Distribution, free or for a fee, may take place any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Green Dot principal.) The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Green Dot principal.)

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Bulletin Boards

At least one bulletin board shall be provided in the school for use by approved student organizations. Bulletin boards designated for students may be used for school activities or matters of interest to students. All posted materials must conform to the general limitation stated in this policy and to the following requirements.

1. All student-posted notices or communications shall be subject to reasonable size limitations, shall be dated, and must be removed after the posting expiration date to assure full access to bulletin boards for all students.
2. All materials are to be stamped with the inclusive dates of posting.
3. If student materials violate the general limitations stated in this policy, they may be removed from bulletin boards and disciplinary action may be taken.

Circulation of Petitions

Subject to the procedures and general limitations stated in this policy, students may collect signatures or petitions concerning either school or non-school matters or issues. Students must seek approval from the Administration in advance of the proposed activity to determine the time, place, and manner of conducting the activity. The Administration will respond to a petition request within a reasonable time under the circumstances and approve unless there is a substantial likelihood or past history of disruption.

1. The school administration may designate certain times for the conduct of activities under this provision, such as before school begins, after dismissal or during lunch periods, to prevent interference with school programming.
2. The school administration may designate certain places for the conduct of such activities to assure the normal flow of traffic within the school or on the school premises.
3. The school administration may determine the manner of conducting such activities to prevent undue level of noise, or to prevent the use of coercion or unreasonable interference with any individual or group of individuals.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this policy.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

This policy does not prohibit or prevent the Green Dot Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each Green Dot school.

No Green Dot employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this policy, or refusing to infringe upon conduct that is authorized under this policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

Rev. 06/2025

Rights and Responsibilities

C. 26.0 Policy: Advertising, Selling, and Soliciting at Schools

Green Dot Public Schools has adopted the following policy limiting advertising, selling, and soliciting for any cause, charity or benefit not sponsored by a Green Dot group or organization.

1. Students may not sell tickets or any items, including but not limited to food items, or solicit contributions in school unless the sale or solicitation is through a Green Dot-approved fundraiser.
2. The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.
3. The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.
4. Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Principal.

Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of Green Dot students for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such students at any time on school premises. Compliance with this policy includes prohibition of the practices hereinafter enumerated:

- The written or oral identification of the activity as being a "Green Dot trip," including the identification of employees with such activity
- The publication of news articles or the publication of paid advertisements describing the activity in student newspapers
- The solicitation of students or the promotion of the activity during school hours and on school premises
- The promotion of the activity or the solicitation of students for such activities at any time on the school grounds
- The promotion of the activity or the solicitation of students by using school mailing lists or school records

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Rights and Responsibilities Policy

C. 27.0 Policy: Gifts, Donations, Grants, and Bequests

Green Dot and its schools may accept any gift, donation, grant, or bequest of money, property, or service from any individual, private agency or organization, or other public agency that desires to support Green Dot. While greatly appreciating suitable donations, Green Dot shall reject any gift that may directly or indirectly impair its authority to make decisions in the best interest of students or its ability or commitment to provide equitable educational opportunities.

Before accepting any gift, donation, grant, or bequest, Green Dot administration shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with the Green Dot's vision, philosophy, mission, and operations. If Green Dot believes it will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Any gift of books and instructional materials shall be accepted only if they meet regular Green Dot criteria for selection of instructional materials.

All gifts, donations, grants, and bequests, including those directed toward a particular classroom or subject of instruction, shall become Green Dot property. Donors are encouraged to donate all gifts to Green Dot rather than to a particular school. At the Chief Education Officer or designee's discretion, a gift may be used at a particular school.

All gifts, donations, grants, and bequests made to particular employees, by virtue of their position and employment with Green Dot, shall become Green Dot property.

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Rights and Responsibility

C. 28.0 Policy: Research Requests

Green Dot recognizes the value of academic research to improve educational programs and practices that are aligned with Green Dot's mission and is likely to benefit Green Dot without disrupting the school program. The Chief Education Officer or designee must give prior authorization for research projects within Green Dot or at any Green Dot schools. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law and Green Dot policy. The Chief Education Officer or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Persons or groups wishing to use Green Dot staff, students, or property in connection with an academic research project shall submit to the Chief Education Officer or designee an Academic Research Project Proposal which includes, but is not limited to:

1. name of researcher(s) and academic credentials;
2. purpose, scope, and duration of the project;
3. method of study or investigation to be used
4. approval from the institution's internal review board;
5. extent of participation expected of students and staff;

6. a certification that the researcher(s) will use not use the Green Dot name or brand in any publication of findings without prior approval from Green Dot;
7. use to which project results will be put; and
8. benefits to the school(s) or Green Dot.

The Chief Education Officer or designee shall evaluate the proposal based upon, but is not bound solely by, the following factors:

1. shows potential for improving instructional programs and strategies;
2. addresses a relevant educational problem, concern or issue; and
3. is designed to minimize interruptions and demands upon the time of students and staff.

Should the Chief Education Officer or designee grant permission for the research project, the researcher(s) shall adhere to the Green Dot Policies for volunteers, including, but not limited to, policies regarding Criminal Background Checks and Tuberculosis Testing, where applicable.

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Rights and Responsibility

C. 29.0 Policy: Collecting and Retaining Student Information

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

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Rights and Responsibility

C. 30.0 Policy: Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Green Dot personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Green Dot personnel shall solicit that documentation or information separately from the school enrollment process. Where permitted by law, the Principal or designee shall enumerate alternative means to establish residency, age, or other eligibility criteria for

enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Green Dot's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

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Rights and Responsibility

C. 31.0 Policy: Inquiries About Social Security Numbers or Cards

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

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Rights and Responsibility

C. 32.0 Policy: Information Sharing

Green Dot shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Green Dot personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

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

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Green Dot shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. Green Dot shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither

exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

Green Dot's request for written or parental or guardian consent for release of student information must include the following information:

- 1) the signature and date of the parent, guardian, or eligible student providing consent;
- 2) a description of the records to be disclosed;
- 3) the reason for release of information;
- 4) the parties or class of parties receiving the information; and
- 5) if requested by the parents, guardians or eligible student, a copy of the records to be released.

Green Dot shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Green Dot shall not release the information.

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Rights and Responsibility

C. 33.0 Policy: Annual Information Notice to Parents and Guardians

Green Dot must provide annual notice to parents and guardians of the school's general information policies that includes:

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

Per California Education Code Section 51225.8, commencing with the 2020-2021 school year, Green Dot shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act Application, as appropriate, at least once before the student enters grade 12. The information shall be provided at the discretion of the governing board of the school district or the governing body of the charter school, and shall be provided through various options that include, but are not limited to: information dissemination through in-class instruction; an existing program; family information sessions; or group or individual sessions with school counselors. and shall include, but not limited to, material related to:

- the types of documentation and personal information that each student financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, and personal identification such as social security or taxpayer identification numbers;
- an explanation of definitions used for each application;
- eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application.
- application timelines and submission deadlines; and
- the importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis.

Green Dot shall provide a paper copy of the FAFSA or the California Dream Act Application, upon request by that student or upon request of the student's parent/guardian

Green Dot shall appoint a Green Dot employee, as applicable, to act as a representative of Green Dot and have a district administrator account registered on the CaliforniaColleges.edu platform for purposes of the representative serving to support 11th grade students in completing 11th grade financial aid lessons.

Green Dot's governing board and the governing body of the school shall ensure that any information shared by parents, guardians, and pupils under this section is handled according to applicable state and federal privacy laws and regulations. .

Rev. 06/2025

Rights and Responsibility

C. 34.0 Policy: Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Green Dot during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

Green Dot shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices. Green Dot shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration. Green Dot personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

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Rights and Responsibility

C. 35.0 Policy: Responding to On-Campus Immigration Enforcement

As early as possible, Green Dot personnel shall notify the Chief Executive Officer of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.). In addition to notifying the Chief Executive Officer, Green Dot personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Chief Executive Officer.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for their reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Green Dot personnel should comply with the officer's orders and immediately contact the Chief Executive Officer.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

§ an ICE (Immigrations and Customs Enforcement) administrative warrant, Green Dot personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Chief Executive Officer or Green Dot's legal counsel.

§ a federal judicial warrant, prompt compliance with such a warrant is usually legally required. If feasible, consult with the Chief Executive Officer or Green Dot's legal counsel before providing the agent access to the person or materials specified in the warrant.

§ a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Green Dot personnel shall inform Green Dot's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.

8. While Green Dot personnel should not consent to access by an immigration-enforcement officer, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, School staff shall immediately alert

the Chief Executive Officer to ensure that information is shared with all relevant stakeholders in accordance with governing regulations.

9. After the encounter with the officer, Green Dot personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - § List or copy of the officer's credentials and contact information;
 - § Identity of all school personnel who communicated with the officer;
 - § Details of the officer's request;
 - § Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - § Green Dot personnel's response to the officer's request;
 - § Any further action taken by the agent; and
 - § Photo or copy of any documents presented by the agent.
10. Green Dot personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Chief Executive Officer or Green Dot's legal counsel.^f
11. In turn, the Chief Executive Officer or Green Dot's legal counsel shall submit a timely report to the Green Dot's governing board regarding the officer's requests and actions and the Green Dot's response(s).
12. E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

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Rights and Responsibility

C. 36.0 Policy: Parental Notification of Immigration-Enforcement Actions

Green Dot personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order. Green Dot personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

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Rights and Responsibility

C. 37.0 Policy: Responding to the Detention or Deportation of a Student's Family Member

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

- Green Dot shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- Green Dot shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

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

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Rights and Responsibility

C. 38.0 Policy: Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Green Dot shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, race/ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English. Green Dot shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General.
- Green Dot shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

Green Dot shall adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: The complaint process must include, but is not limited to, the following steps:

A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;

- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should they disagree with the resolution of a complaint.
- Green Dot shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- Green Dot shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

Green Dot shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. Green Dot shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide Green Dot personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Rev. 06/2025

Transgender and Gender-Nonconforming Student Rights

C. 39.0 Policy: Transgender and Gender-Nonconforming Student Rights

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the school shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the school shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the school has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being.
2. Gender Identity: The school shall accept the student's assertion of gender identity and treat the student consistent with that gender identity unless school personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: Upon request or consent by a student, the Principal or designee shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Principal or designee shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Names and Pronouns: As noted in Section A.9, Changes to Legal Name or Gender in Mandatory Student Records, at the written request of a student, school personnel shall address the student by a name and the pronoun(s) consistent with the student's gender

identity, without the necessity of a court order or a change to the student's official records. However, inadvertent slips or honest mistakes by personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this policy.

5. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.
6. Accessibility to Sex-Segregated Facilities, Programs, and Activities: Consistent with its Nondiscrimination Policy and California Education Code Section 221.5, when Green Dot maintains sex-segregated facilities (e.g., restrooms, locker rooms), or offers sex-segregated programs and activities (e.g., physical education classes, athletics), students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy, safety, or stigmatizing concerns in using sex-segregated facilities, upon the student's request, Green Dot shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the facility separated by a privacy partition or curtain, or use of the facility before or after the other students. Green Dot shall not require a student to utilize these options because the student is transgender or nonbinary, as the student can determine in which facilities they feel safest and most comfortable. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Rev. 06/2021

Section D:

Health and Safety Policy



Health and Safety Policy

D. 1.0 Policy: Illness, Injury, or Medical Emergencies at School and Administration of Medication During School Hours

Administration of Medication during School Hours

Green Dot Public Schools may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's parent has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Green Dot Public Schools shall obtain both a written statement from the physician detailing the name of medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician. For the administration of an emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy, the school shall obtain a detailed seizure action plan from the parent, foster parent, or guardian of the pupil, and such parent/guardian request is only effective in the current school year.

All medications require physician and parent/guardian authorization. Forms for completion by your Physician are available in the school office. (See the Request for Assisted Administration During School Hours form.) Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g. inhaled asthma medications or Epi-pens) if the school receives the proper documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent/guardian or foster parent of the student consenting to the self-administration, providing release for the school to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school and school personnel from liability in the case of adverse reaction. Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available at the school office. School personnel do not prescribe or give advice regarding medication. (See the Request for Self-Administration During School Hours form.)

Illness at School

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for illness occurring at school.
3. Green Dot Public Schools does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. Health matters are treated confidentially.
6. Students expecting to be absent ten consecutive days or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.

Injury or Medical Emergencies

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Green Dot Public Schools staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, they will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency card*) makes transportation arrangements.

Epinephrine Auto-Injectors

As described in Policy A. 3.0, Lottery Procedures, during the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain epinephrine auto-injectors ("EpiPen") from the California Department of Public Health which includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Green Dot recommends that each Green Dot school stock a minimum of two regular epiPens. EpiPens are ordered centrally and restocked annually. The designated school administrator is responsible for restocking epiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis; and
- a description of the training that volunteers will receive.

Training: Each school's School Operation Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer EpiPens, and receive annual refresher training. Such training shall be consistent with the most recent "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs" published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration: If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school's School Operation Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school will also contact the student's parent/guardian and physician as soon as practicable upon learning of the student's anaphylactic reaction.

Medical Cannabis

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, Green Dot prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

Anti-Seizure Medication

As described in Policy A. 3.0, Lottery Procedures, during the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

In order for designated school personnel to assist a student diagnosed with seizures, a seizure disorder, or epilepsy in taking an emergency anti-seizure medication, the parent or guardian of the student must make a request for school personnel to administer the medication, and such request is valid for the current school year. The school shall also obtain a detailed "seizure action plan" from the parent or guardian of the student, which must include detailed information from the student's health care provider, address how and where the medication will be stored at school, and include a signed notice that medication may be administered by nonmedical professionals who have only received the specified training.

After a parent or guardian requests that school personnel administer the medication, the school must inform the parent or guardian that their student potentially qualifies for a Section 504 Plan or IEP and must assist the parent or guardian in exploring those options.

After a parent or guardian makes a request for school personnel to administer anti-seizure medication, the school will distribute a notice to staff at least once, but no more than two times, identifying the request for volunteers, information about training, and rights to rescind offer to volunteer.

If there are no school personnel volunteers to administer medication, the school shall notify the parent or guardian of the student's rights to be assessed for services and accommodations under Section 504 and the IDEA.

Rev. 06/2024

Health and Safety Policy

D. 2.0 Policy: Communicable and Infectious Disease

It is the Principal's duty to report at once to the local Health Office the presence or suspected presence of any communicable disease. 17 CCR § 2508.

The school follows the recommendations of the Los Angeles County Health Department in excluding and readmitting students with communicable conditions. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. A student who has been absent from school because of a reported communicable disease must provide the required documentation for readmission. Proper readmission documentation is determined by the communicable disease and can include: (a) a permit issued by the Public Health Department or physician before he or she is readmitted to school; or (b) a Proof of Treatment Form (for lice and ringworm only).

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: COVID-19, conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and school, county and state policy. After treatment for head lice, the presence of nits (i.e., head-lice eggs) alone is not an absolute indication for exclusion and students should not be absent from school for extended periods of time due to this treatable condition.

The Principal is not required to send prior notice of exclusion to the parent/guardian if the student is excluded because it is determined that the presence of the student would constitute a clear and present danger to the life, safety, or health of students or school personnel.

Reporting and Notifications

Reporting Communicable Disease by School

In outbreaks of any illness affecting over 10% of students enrolled, the school must telephone on the day of the occurrence the County Department of Public Health. Principal may intercede to expedite the process by liaising with the County Department of Public Health and/or student's physicians, as deemed necessary.

Notification of Parents and School Employees

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse to facilitate notification. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

The school's responsibility to notify school employees and the parent/ guardian of children exposed to a communicable disease is based on several factors determined by the school's Administrator such as:

1. Is the disease likely to be spread by school contact?
2. Is the disease serious enough to warrant investigation or prophylactic treatment by the student's private physician or the County Department of Public Health?
3. Is there an action the parents or school employees should or could be taking?

Specific Conditions and Communicable Disease

Incomplete Immunizations

In the case of exposure to a vaccine-preventable disease, students with incomplete immunization status may be excluded from school. These may include exposures to pertussis, measles, and mumps.

Rev. 06/2024

Health and Safety Policy

D. 3.0 Policy: Blood Borne Pathogens

General Prevention for Blood Borne Pathogens

If a student suddenly becomes ill in class and vomits or is cut and bleeds on the floor of a classroom, specific procedures will be followed to eliminate the possible hazard of body fluid exposure. The procedures include:

- Staff member keeps students away from the potential hazard
- Staff member contacts main office
- School Operations Manager or administrator removes student to the main office and contacts the school custodian
- Custodian (if available) is responsible for cleaning up the bodily fluid spills
- Custodian uses protective equipment such as gloves, apron, protective eyewear, etc.
- Custodian removes body fluid from floor
- Custodian sanitizes floor
- Custodian cleans and decontaminates all equipment and environmental working surfaces exposed to body fluids
- Custodian removes gloves and disposes in appropriate biohazard container
- Custodian washes hands with antibacterial soap
- In the absence of the custodian, the administrative staff will assume responsibility for the procedures above.

Rev. 06/2017

Health and Safety Policy

D. 4.0 Policy: Home and Hospital Schooling

Green Dot Public Schools require regular attendance at school to ensure students receive a quality education. If a student incurs more than ten (10) school days of consecutive absence due to health or physical impairment, with written documentation from a medical physician or psychiatrist, they shall seek home and/or hospital-based instruction. This written documentation must include the reason and duration for requesting home and/or hospital-based instruction.

Home and hospital schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the home and/or hospital program shall be determined in relation to each student's education needs, as well as their physical and mental health.

If a student is eligible for home and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, counselor, and a grade level representative and will determine the schedule for the home school teacher to provide service.

A student who requires home and/or hospital schooling or individual instruction in another residential health facility on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. During this temporary time of home and/or hospital schooling or individual instruction in another residential health facility, the student shall remain enrolled in his or her Green Dot school of record. **Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons.** After 60 days, a conference must be held with the school administrator and the parent/ guardian to determine if home and hospital services or individual instruction in another residential health facility should be extended. A student who requires home and/or hospital schooling or individual instruction in another residential health facility for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive home and/or hospital schooling or individual instruction in another residential health facility through telephonic or other electronic communication systems if such a system is available to the student and instructor. **However, at least two (2) hours per week of direct instructional services shall be provided.** All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, counselor, administration, the physician/therapist (if necessary), and the home school teacher. A student will not be permitted to return to classes until the plan has been approved. The student shall be allowed to return to the school attended immediately before receiving the home and/or hospital schooling or individual instruction in another residential health facility, if the student returns during the same school year in which the home and/or hospital schooling or individual instruction in another residential health facility was initiated.

Long-term Hospitalization

In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) they may retain their status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and their return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.

Pregnant and Parenting Students

Consistent with California Education Code Section 46015, a pregnant or parenting student is entitled to parental leave, during which time the student is not required to complete academic work. Upon return from leave, the student shall resume coursework, may make up missed work, and may take a fifth year of instruction to complete high school graduation requirements. Furthermore reasonable accommodations shall be provided to address needs related to breast-feeding. A pregnant or parenting student shall not incur academic penalty as a result of their use of such accommodations.

Rev. 06/2023

Health and Safety Policy

D. 5.0 Policy: Emergency Preparedness and Emergency Contact Information

Emergency Preparedness

The schools' emergency policies and procedures are formulated with the guidance of local law enforcement and Green Dot Public Schools in order to prepare for:

- Fire emergencies
- Safety threats
- Earthquakes
- Lockdown situations
- Airplane emergencies
- Bad air quality days
- Loss of electricity/power outages

Green Dot Public Schools staff will implement and maintain the following:

1. A site-specific disaster preparedness plan.

2. School Site Incident Command System Team.
3. Training for all staff on the elements of the plan, as well as an instruction program in first-aid and CPR.
4. A stockpile of emergency and medical supplies, back up communication equipment, and three days of food and water at the school site.
5. Placards posted in classrooms and offices which indicate evacuation routes.
6. Emergency cards on file for all students and staff.
7. Established policy on the release of students to parents or guardian.
8. Clearly understood policy on the release of school, district staff, and their emergency assignments.
9. Clearly outlined procedures for use of school facilities as emergency shelters.

Emergency Contact Information

For any and all emergencies impacting schools and requiring attention from law enforcement or the fire department, dial 9-1-1. Otherwise, contact local law enforcement at the following non-emergency numbers:

Schools	Law Enforcement Agency	Phone Number
Inglewood	Inglewood Police Department	310-412-8871
Leadership	South Los Angeles Sheriff	323-820-6700
Mae Jemison	Century Sheriff	323-568-4800
Pat Brown	Century Sheriff	323-568-4800
Legacy	South Los Angeles Sheriff	323-820-6700 213-625-6631
City of Champions	Inglewood Police Department	310-412-8871
Watts	Century Sheriff	323-568-4800
South LA	South Los Angeles Sheriff	323-820-6700
Locke	LAPD South East Division	213-972-7828

James B. Taylor	LAPD South East Division	213-972-7828
Oscar De La Hoya	LAPD Hollenbeck Division	323-342-4100
Ellen Ochoa	East Los Angeles County Sheriff's Patrol Station	(323) 264-4151
Jackie Robinson	Los Angeles School Police	213-625-6631
Ralph Bunche/Jefferson	LAPD Newton Division	323-846-6589
Compton	Compton Sheriff	310-605-6500
Florence-Firestone	Century Sheriff	323-568-4800

Schools	Fire Department Agency	Phone Number
Inglewood	Los Angeles County Fire Dept. Station 173	(310) 419-2190
Leadership	Los Angeles County Fire Dept. Station 14	(323) 756-9900
Mae Jemison	Los Angeles Fire Dept. Station 64	(213) 485-6264
Pat Brown	Los Angeles County Fire Dept. Station 16	(323) 585-5002
Legacy	Los Angeles Fire Dept. Station 64	(213) 485-6264
City of Champions	Los Angeles County Fire Dept. Station 173	(310) 419-2190
Watts	Los Angeles Fire Dept. Station 64	(213) 485-6264

South LA	Los Angeles Fire Dept. Station 64	(213) 485-6264
Locke	Los Angeles Fire Dept. Station 64	(213) 485-6264
James B. Taylor	Los Angeles Fire Dept. Station 64	(213) 485-6264
Oscar De La Hoya	Los Angeles City Fire Station 25	(213) 485-6225
Ellen Ochoa	Los Angeles City Fire Station 25	(213) 485-6225
Jackie Robinson	Los Angeles Fire Dept. Station 15	(213) 485-6215
Ralph Bunche/Jefferson	Los Angeles Fire Dept. Station No 14	(213) 485-6214
Compton	Los Angeles Fire Dept. Station 64	(213) 485-6264
Florence-Firestone	Los Angeles Fire Dept. Station 33	(213) 485-6233

Emergency Cards

Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the school Office.

***STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD AND PROPER IDENTIFICATION WILL BE ASKED FOR ALL ADULTS SIGNING STUDENTS OUT.**

Change of Address

Parents are asked to notify the office in writing as soon as any change of contact information occurs. This will ensure that all mailings will be received without delay or interruption.

Rev. 06/2026

Health and Safety Policy

D. 6.0 Policy: Administrative Supervision

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day. Unless otherwise noted for a specific school sponsored program or activity, hours of supervision at school begins 30 minutes before school starts and continues for 30 minutes after school ends.

To ensure the safety of our students, it is important that students do not arrive before their appropriate start time and that they leave promptly at the conclusion of their school day. Students who linger on or near campus will be sent home. Should any student create a disturbance by lingering before or after school, disciplinary action may be taken.

School administration, staff, and volunteers are available to help ensure our campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from supervisory staff and volunteers.

Rev. 06/2026

Health and Safety Policy

D. 7.0 Policy: Closed Campus and Visitor Policy, Sign in and Verification

Closed Campus

Green Dot Public Schools are closed campuses. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

Visitor Policy, Sign in and Verification

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

- **Volunteers** include individuals who have been recruited by classroom teachers, Parent Coordinators or school administrators, and have received authorization from the principal (or principal designee)
- **Parents** function as volunteers, visitors or both, during their child's tenure in a school
- **Home Office and other support personnel** provide resource assistance to students and staff in schools.
- **Visitors** include all individuals who are not in any of the above listed categories or are not employed by the school.

Note: All visitors, volunteers, school board members, parents and home office personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The principal or principal's designee will:

1. Require all parents, visitors and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons in the building, consistent with the above stated "purposes" of this directive.
2. Utilize the V-Soft Raptor System (commonly referred to as "Raptor"), a visitor registration and management system. The Raptor system will replace all manual paper-based logs, and will allow the front office staff to produce visitor badges, and electronically check visitors against state and federal sex offender databases. Provide all parents, visitors and volunteers with a visitor's badge to wear during their stay at the school. The school will make all reasonable efforts to ensure that the visitor reaches his or her stated destination. The badge is to be returned to the school office when the visitor or volunteer signs-out. Home Office and support staff are expected to wear their identification badges during visits to school buildings. No one is to be permitted to visit or volunteer without a badge.

Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the building. Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without the permission of a building administrator.

3. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.
4. Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

Procedures for Juvenile Court Personnel

There are instances when the welfare of a student is also under the jurisdiction of the Los Angeles County Juvenile Court or Department of Juvenile Justice. This Protocol is meant to provide some useful guidelines for Green Dot personnel and Juvenile Court personnel when a school visit is required. Information in this Protocol may be altered by court order.

Schools are a secure educational environment and all non-school personnel must sign in with the front office. Schools may limit access to certain areas of the school and, at the discretion of the Principal or

designee, may require that Probation Officers schedule days and times convenient for the school staff and the student's schedule. In these instances:

(1) The Juvenile Court Representative (Probation Officer [PO]) should appear and provide:

- (a) A court order that specifically provides for such meetings.
- (b) Juvenile Court/Probation Dept. Photo Identification.

(2) The school should:

- (a) Photocopy Court request and Photo ID of PO for school records.

Information regarding probation will not be maintained in the student's permanent record;

- (b) Not share any information over the phone.

(3) The adjudication (probation) of a student is confidential information and all care shall be taken to protect the privacy rights of the student pursuant to the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. Green Dot Public Schools will provide student information in compliance in a timely manner as set forth in FERPA.

- Schools should identify a staff member to act as the primary point of contact at a school to help insure student privacy. This contact person should be a staff member who is in the building a majority of their day.
- If a Probation Officer provides the school appropriate court written consent and at the discretion of the Principal or designee, a student may be interviewed by a Probation Officer without advanced parental/guardian/custodial agency notice and outside the presence of the Principal or designee.
- At the discretion of the Principal or designee, students may be drug tested by the Probation Officer at school. Drug tests must be witnessed and observed by the Probation Officer. If the Probation Officer provides the school with prior written court consent, school personnel will not be required to witness the drug test or notify parents/guardians/custodial agencies in advance. Therefore, temporary use of an administrative or handicap restroom will be made available.
- Student attendance and appropriate behavior are requirements for all students on probation.
- With prior written consent, the Principal or designee should report any discipline/truancy problems with students to the student's Probation Officer as there may be legal sanctions placed on the student.

Rev. 05/2015

Health and Safety Policy

D. 8.0 Policy: Barring Disruptive Persons from School Sites

Guidelines for Barring Disruptive Persons from School Sites

The following guideline is prepared to assist school site administrators in dealing with disruptive persons who interfere with the normal course of business at school sites. Numerous laws and regulations give the site administrator the absolute right to insist on good order on their campus. This guideline lists the steps necessary to bar disruptive persons from the campus.

Definitions:

Common Area – Defined as where routine business is conducted in the school office. The common area would include the walkway to the office from the sidewalk and the area at the counter in the office. The common area does not include any offices behind the counter such as the Principal or Counselor's office. This area was defined to separate a common area (the office) from those areas where the educational process takes place (classrooms, hallways, auditoriums, cafeterias, etc.). An officer will use different probable cause for arrests in "common areas" than that used in "educational areas".

Posting – A term requiring all schools to post certain information in a place where people can see the posted signs. Schools are required to post certain instructions, such as "instructions to all visitors to report to the office before conducting business on the site".

A. Important facts to remember are:

1. No person has the right to interfere with the orderly delivery of instruction.
2. Parents and guardians have a constitutional right to participate in the education of their children.
3. A parent's right is at all times tempered with the need to preserve order and tranquility at their children's school.

B. Parents and guardians who have been restricted from their children's school site can only legally remove children for the following reasons:

1. Disciplinary situations
2. Medical attention
3. Family emergencies

The restricted parents/guardians can only enter the "common area" or school office to request release of their children. They will not be allowed in other areas of the site.

C. In all cases of conflict, the school desires a positive outcome for all parties involved. If a parent/guardian or other person causes a systematic disruption of the educational environment, their access onto the school site will become limited and/or restricted. Administrative authority to restrict access is clearly identified in the California Education and Penal Codes.

The following are general guidelines for dealing with parents/guardians who are disruptive to the educational process on school sites.

1. When staff reports that a person is disruptive to the educational environment, that person should be **immediately** escorted to the school office. The school office is considered a “common area” where public business is conducted. An administrator will talk to the reported offender to determine if a productive solution can be found for the problem. The school’s Electronic Visitor Management System (“RAPTOR”) should be checked to see if the individual signed in. If not, the disruptive person will be informed that **all visitors to the campus are legally required to report to the office** prior to entering the campus for any reason.

In all cases, if the disruption is extreme or involves any threat of violence, the school Security staff should be contacted to intervene and escort the visitor off campus. Also, if appropriate, call local law enforcement at 911. An Incident Report about the problem **will** be filed by the site administrator.

2. If the situation is not resolved on the first encounter, documentation will be prepared to track the problem behavior. This documentation is essential should the problem escalate and enforcement action (**an arrest**) is necessary. The administrator will consider some of the following steps as they attempt to resolve the problem.
 - a. Meet with the parent/guardian and school staff and attempt to resolve the problem. Set up a specific set of guidelines to govern behaviors while the person is on campus.
 - b. Consult with the Green Dot Public Schools Director of Security and Area Superintendent regarding the behaviors exhibited by the disruptive person. By making Green Dot Public Schools aware of the situation, it helps guarantee a more rapid response if there are continuing problems.
 - c. Send a “**stay away letter**”, or legally described “**626 letter**”, which is designed to require a meeting prior to the disruptive person being allowed back on the school site. Send copies to the Green Dot Public Schools Home Office, including the Cluster Director, Director of Security, and Vice President of Education. The meeting required in the “626 letter” process accomplishes the following objectives:
 - (1) Requires the person to always report to the office, sign in and contact an administrator prior to conducting business at the site. Remember the office is a “common area” for conducting business.
 - (2) Forbids the person from going directly to a classroom or playground without being escorted.
 - (3) Discusses the specifics of the person’s disruptive behavior and advises them that they can be **arrested** for violations of Section 626 of the Penal Code.
 - (4) In cases of extremely disruptive behavior, a Security staff member may be assigned to assist the disruptive person with their interaction at the school site.
 - (5) The 626 letter is canceled in 14 days. This legal mandate does not relieve the disruptive person receiving the letter from obeying some fundamental rules and conditions of access after the 14 days. These would include:

- (a) Required reporting to the office or “common area” to sign in prior to conducting business on site.
 - (b) Calling and making an appointment prior to arriving on site.
 - (c) Never going directly to a classroom or playground without an escort. Remember outside of the office is not a “common area”. Thus, a classroom or auditorium is not a “common area” and the offender can be forbidden access to this area.
 - (d) All behavior while at the school site must be appropriate as defined by the site administration.
 - (e) The 626 letter is one of the last efforts made by staff to avoid possible stricter enforcement action (**arrest**).
3. If all efforts have been unable to resolve the behavior, then the Chief Operating Officer should be notified.
 4. In cases of extreme behavior or disruption, Green Dot may opt to file an application for Work Place Violence injunction in a court of law.

Please consult with the Green Dot Public Schools Director of Security for further assistance and/or information.

The following California Code Sections will help you evaluate the extent of your authority when dealing with a disruptive person.

Penal Code:

- 415 - Fighting, noise, use of offensive words (challenging to fight)
- 415.5 – Disturbance of peace of school
- 626.2 – Unauthorized entry, dismissed employee or student
- 626.6 – Committing an act likely to interfere with peaceful activities
- 626.7 – Failure to leave campus, wrongful return penalties (Revised 1/2004)
- 627.4 – Refusal or revocation (allows admin. to refuse access)
- 627.7 – Misdemeanor, to refuse to leave on request

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D. 9.0 Policy: Employee Interactions with Pupils

Green Dot recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

Professional Boundaries

This policy is intended to guide all Green Dot employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

It is each employee's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. If a Green Dot employee questions whether or not their own conduct is acceptable, they should ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" Some activities may seem innocent from an employee's perspective, but can be perceived as inappropriate from a student or parent point of view.

The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to discourage innocent, positive relationships between employees and students, but to prevent relationships that could lead to actual or perceived sexual or other misconduct. Employees 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.

Examples of unacceptable behaviors:

- *Giving gifts to an individual student that are of a personal and intimate nature*
- *Kissing of any kind*
- *Any type of unnecessary physical contact with a student in a private situation, including hugging a student*
- *Intentionally not disengaging from inappropriate behavior initiated by a student*
- *Intentionally being alone with a student away from the school*
- *Cursing or making or participating in inappropriate comments related to sex, sexual orientation, race, or other characteristic(s) protected by law*
- *Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristic(s) protected by law*
- *Seeking emotional involvement with a student for your benefit, including involving students in adult issues*
- *Listening to or telling stories that are sexually oriented*
- *Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding*
- *Becoming involved with a student so that a reasonable person may suspect inappropriate behavior*
- *Any intervention that is designed to, or likely to, cause physical pain*
- *Releasing noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to a student's face*

- *Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.*
- *Any intervention that is designed to subject the student to verbal abuse, ridicule, humiliation, or other procedures expected to cause excessive emotional trauma.*
- *Restrictive interventions, devices, materials, or objects that simultaneously immobilize extremities.*
- *Locked seclusion.*
- *Any intervention that leaves the student without adequate supervision.*
- *Any intervention that deprives the student of one or more senses.*
- *Allowing students in your home*
- *Sending emails, messages, posts, or letters, or any type of communication to students if the content is not about school activities*
- *Subject to the guidelines listed in Employee Handbook Section IX, using your personal electronic devices to communicate with students in any way*
- *Giving students a ride to/from school or school activities*
- *Being alone in a room with a student at school with the door closed*
- *Remarks about the physical attributes or development of anyone*
- *Excessive attention toward a particular student*
- *Use of force that excess that which is reasonable and necessary under the circumstances*

Examples of acceptable and recommended behaviors:

- *Getting school and parental written consent for any after-school activity*
- *Obtaining formal approval (using the Green Dot Transportation Policy and Guidelines) to take students off school property for activities such as field trips or competitions*
- *Any type of communication to students that are strictly professional and pertain to school activities or classes*
- *Keeping the door open when alone with a student*
- *Keeping reasonable space between you and your students*
- *Stopping and correcting students if they cross personal or professional boundaries*
- *Keeping parents informed when a significant issue develops about a student*
- *Keeping after-class discussions with a student professional and brief*
- *Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries*
- *Involving your supervisor if conflict arises with the student*
- *Informing your principal about situations that have the potential to become more severe*
- *Making detailed notes about an incident that could evolve into a more serious situation later*
- *Recognizing the responsibility to stop unacceptable behavior of students or coworkers*
- *Asking another staff member to be present when you must be alone with a student*
- *Giving students praise and recognition without touching them*
- *Pats on the back, high fives, and handshakes are acceptable, unless the student shows indications that it is not*
- *Keeping your professional conduct a high priority*

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 the 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.

Use of Electronic Media by Staff to Communicate with Students

Although Green Dot employees enjoy free speech rights guaranteed by the First Amendment to the United States Constitution, certain types of communication, typically by virtue of their subject-matter connection to campus, may relate enough to school to have ramifications for the author or subject at Green Dot. Knowing participation by Green Dot employees with students in social media (e.g., Facebook, Snapchat, Twitter, Instagram, video games) or other similar means can lead to violations of the following that may result in disciplinary action, up to and including termination from employment from Green Dot. Below are some guidelines for use of electronic media communications:

- Use of personal technology for non-Green Dot business should be limited to off-duty time and designated breaks.
- Any interaction between any Green Dot employee and students, including through the use of electronic media or technology, should always be limited to school business.
- Green Dot employees must maintain a clear distinction between their personal social media use and any Green Dot-related social media sites.
- Green Dot employees' social networking profiles, personal blogs, or other personal online platforms should not be linked to Green Dot students' online profiles.
- Green Dot employees shall not invite students to join social networks unless authorized by Green Dot.

Green Dot employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe. In addition, employees should be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Green Dot students. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor.

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Health and Safety Policy

D. 10.0 Policy: Immunizations

Initial student enrollment, and continued enrollment, in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized, and maintains full immunizations, against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or who are not fully immunized within the appropriate time periods are not allowed a grace period for initial enrollment. Currently enrolled students who fail to maintain full immunizations against all of the diseases listed in California Health and Safety Code section 120335 shall be excluded from attending school until presenting documentary proof of being fully immunized.

For enrollment policies applicable to other student subpopulations, including youth experiencing homelessness and foster youth, see Sections A 6.0 and 6.1.

Exemptions

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if their child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

On and after July 1, 2016, Green Dot shall not unconditionally enroll for the first time, enroll, or advance any pupil to 7th grade unless the pupil has been immunized for their age as required by law. (Cal. Health and Saf. Code, § 120335.) (“Unconditional enrollment” is enrollment based upon documentation of receipt of all required immunizations or upon documentation of a permanent medical exemption to immunization in accordance with Title 17 of the California Code of Regulations section 6051.)

A parent/guardian may file with Green Dot a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Cal. Health and Saf. Code, § 120370.) If Green Dot receives such a written statement, that child shall be exempt from the foregoing immunization requirements to the extent indicated by the physician’s statement.

Tuberculosis Tests for Pupils

As part of the comprehensive health screening required for school entry, parents/guardians shall provide evidence within ninety (90) days after their child's entry into first grade that their child has been screened for risk of tuberculosis within the preceding 18 months. (Cal. Health and Saf. Code, §§ 124040 and 124085.)

Green Dot is required to cooperate with the county or city health officer in carrying out any programs ordered by the health officer for the tuberculosis examinations of individuals applying for first admission to any elementary or secondary school in Green Dot. (Cal. Health and Saf. Code, § 121515.) Whenever ordered by the local health officer, students seeking admission for the first time to a Green Dot school at any grade level shall submit to tuberculosis testing. Any student subject to the order shall be admitted to school as follows:

- The Principal or designee shall unconditionally admit the student if they, prior to admission, submit a certificate, signed by any public or private medical provider, indicating that they have completed an approved tuberculosis examination and are free from active tuberculosis. (Cal. Health and Saf. Code, §§ 121485, 121490, and 121500; 22 CCR §§ 41305, 41311, and 41313.)

- A student shall not be required to obtain the certificate if their parent/guardian or custodian provides the Principal or designee with an affidavit stating that the required examination is contrary to their beliefs. If there is probable cause to believe that such a student has active tuberculosis, they may be excluded from school until the Principal or designee is satisfied that they are not afflicted. (Cal. Health and Saf. Code, § 121505.)
- A student who has not submitted the certificate may be conditionally admitted provided that they receive an approved tuberculin skin test within ten (10) school days after admission. A student who had a positive skin test and has not subsequently obtained a chest x-ray may be conditionally admitted if they receive a chest x-ray within twenty (20) school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until they provide the certificate. (Cal. Health and Saf. Code, § 121495; 22 CCR §§ 41315, 41311, and 41327.)
- Whenever the local health officer orders, a student may be required to complete an additional examination and provide another certificate indicating that they are free of communicable tuberculosis. (Cal. Health and Saf. Code, § 121485.)
- At the discretion of the local health officer, Green Dot may admit a student without a certificate if they are undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease. (22 CCR § 41319.)

Whenever the Principal or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, they shall immediately report by telephone to the local health officer. When required by the local health officer, Green Dot shall exclude the student from school until they are certified to be free of communicable tuberculosis. (22 CCR § 41329.)

The Principal or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record. (22 CCR § 41323.)

The Principal or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all individuals required to complete such examinations in accordance with items delineated above, including, but not necessarily limited to, the number of individuals unconditionally and conditionally admitted and the number of individuals exempted on the basis of their personal beliefs. (22 CCR § 41325.)

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D. 11.0 Policy: Health Insurance and Medical Services

Green Dot Public Schools carries student accident insurance to help cover the costs of paramedic/ambulance care or transportation, or any medical, surgical, dental or hospital costs due to school related injuries to students. This policy is secondary to any insurance coverage the family may have.

Students with a medical condition, and who have written approval by the school, may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, Green Dot may regulate the type of sun protective clothing/headgear worn by students. Green Dot is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

School authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

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D. 12.0 Policy: School Mental Health Services Program

Green Dot Public School Mental Health Services Program offers the following services to students: individual therapy, group therapy, case management and crisis intervention.

Students have access to Licensed Clinical Social Workers or a Licensed Marriage and Family Therapist and/or graduate level Social Work or Marriage and Family interns/trainees who provide confidential, comprehensive, culturally sensitive and responsive mental health support and assistance managing emotions & behaviors and coping with crises. All school mental health services are supervised by a Licensed Clinical Social Worker or a Licensed Marriage and Family Therapist. Services are limited to the school day and school year, and do not occur during school breaks. The School Mental Health Services program also provides referrals to community agencies and resources for services that are beyond the scope or capacity of the program.

Services address the needs to the following high-risk groups, including but not limited to:

- Students bereaved by death or loss of a close family member or friend.
- Students for whom there is concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Students with disabilities, mental illness, or substance use disorders.
- Students experiencing homelessness or placed in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning students.
- Children and Youth Behavioral Health Initiative (CYBHI)

As part of California's Children and Youth Behavioral Health Initiative (CYBHI), school districts are partnering with state and local agencies to expand access to mental and behavioral health services for all children and youth, regardless of insurance status or ability to pay.

In support of this initiative, we are asking parents and guardians to provide their child's health insurance information. This information helps us coordinate services and ensure students can access care, either through school-based programs or referrals to external providers. It also allows providers to bill insurance when applicable. Green Dot Public Schools has partnered with TadHealth and will share your insurance information with them so they can bill on your and our behalf.

Providing health insurance information is voluntary and will not impact your child's ability to receive school-based services or your child's current health plan or coverage. All information shared is kept confidential and used only to connect students with appropriate care, in accordance with state and federal privacy laws.

Should you not want your child to participate in this initiative, please contact your school directly.

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D. 13.0 Policy: Confidentiality

An Administrator, Counselor, and/or teacher may be legally bound to inform a parent and/or authority about information given during a “confidential” counseling session, including in the following instances:

- 1) When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
- 2) When a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened
- 3) When a student indicates he or she is being physically and/or emotionally abused
- 4) When a student indicates he or she has committed a felony (i.e., selling drugs, stealing a car, etc.)
- 5) Where otherwise compelled by law (e.g., by court order, etc.).

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D. 14.0 Policy: Child Abuse or Neglect Reporting

Green Dot has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and/or neglect. While all Green Dot employees may not be mandated reporters, as defined by law and related regulations, Green Dot applies this policy to all of its employees, including part-time, temporary, and seasonal employees whose employment exceeds six weeks from the first date of paid service. Any such Green Dot employee who has a reasonable suspicion that a student has been abused and/or neglected must report immediately (or as soon as practicably possible) after such reasonable suspicion arises, to agencies responsible for investigating and prosecuting cases of child abuse and/or neglect. This immediate report should be made by phone to a designated agency, including the Department of Children And Family Services: 800-540-4000. The Agency receiving the report shall instruct the reporter to provide a written report of the incident within 36 hours of developing reasonable suspicion of child abuse and/or neglect.

The following guidelines will be followed for the purpose of interviewing students who are suspected child abuse victims at school.

1. California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises. A child who is to be interviewed at school is authorized by law to select an adult who is a member of the school staff to be present at the interview. However, the staff member shall neither participate in the interview nor discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
2. The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for the presence of staff members at child abuse interviews that

would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.

3. When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of their presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that they have the legal right to decline to be present at the interview.

When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave their name and phone number where they may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the Child Protective Service representative

Child Abuse Reporting Procedures

An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, report such suspicions to an appropriate child protective agency or the local law enforcement department serving the school per applicable state law. The employee will also inform their supervisor.

Prohibited Actions

- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- No removal or arranging of any clothing is permitted to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

Consequences for False Reporting/Failure to Report

- A violation of Green Dot policies may lead to disciplinary action, up to and including suspension, demotion, and/or termination.
- Generally, school employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- A violation of the law (e.g., making a false report) and/or failure to report suspected child abuse varies from state to state but may include a misdemeanor, imprisonment, and/or a monetary fine.

California Mandated Reporting Procedures and Reporting Agencies

Child abuse or neglect includes, but is not limited to, the following (Cal. Pen. Code § 11164 et seq):

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in California Penal Code § 11165.1.
3. Neglect of a child as defined in California Penal Code § 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in California Penal Code § 11165.3.
5. Unlawful corporal punishment or injury as defined in California Penal Code § 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Cal. Pen. Code §§ 11165.6.)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment. (Cal. Pen. Code §§ 11165.6.)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Cal. Ed. Code § 44807.)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Cal. Ed. Code § 49001.)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Cal. Ed. Code § 49001.)

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Cal. Pen. Code § 11166.)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Cal. Pen. Code § 11166.)

When two (2) or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Cal. Pen. Code § 11166.)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Cal. Pen. Code § 11166.)

Child Abuse Reporting Agencies and Procedures

- Department of Children and Family Services ("DCFS") – (800) 540-4000
- Los Angeles Police Department – Child Abuse Unit – (213) 486-0530
- Los Angeles County Sheriff's Department – (323) 267-4800
- City Police Department serving the school

Within thirty-six (36) hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a

written follow-up report, which includes a completed Department of Justice form (SS 8572). (Cal. Pen. Code §§ 11166 and 11168.)

The mandated reporter shall not be required to disclose their identity to their supervisor, the Principal, or Area Superintendent or designee. (Cal. Pen. Code § 11166.)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Cal. Pen. Code § 11174.3.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in California Penal Code section 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Cal. Pen. Code § 11174.3.)

Notifications

Green Dot shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code § 11166, and their confidentiality rights under California Penal Code § 11167. Green Dot also shall provide these new employees with a copy of California Penal Code §§ 11165.7, 11166, and 11167. (Cal. Pen. Code §§ 11165.7 and 11166.5.)

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code § 11166 and will comply with those provisions. The signed statement shall be retained by Green Dot's Human Resources Department. (Cal. Pen. Code § 11166.5.)

Green Dot also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly

made a false report or made a report with reckless disregard of the truth or falsity of the report. (Cal. Pen. Code § 11172.)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment. (Cal. Pen. Code § 11166.)
3. No employee shall be subject to any sanction by Green Dot for making a report. (Cal. Pen. Code § 11166.)

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D. 15.0 Policy: Wellness Policy

Green Dot recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for Green Dot Public Schools (GD) students.

To encourage consistent health messages between the home and school environment, the Principal or designee may disseminate information to parents/guardians through school newsletters, meetings, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

School Health

The Principal or designee may involve parents, students, school food service representatives, school board, school administrators and community in the discussion of public health issues at the School Advisory Council (SAC). At the discretion of the Principal or designee, the SAC may be involved in the planning/implementation of activities to promote health within the school.

Scoliosis/Vision/Hearing/*Acanthosis Nigricans* Testing

Green Dot conducts health screenings at no cost to parents/guardians for scoliosis, vision, hearing, and *acanthosis nigricans* by appropriately qualified screeners and in accordance with state law. If you have questions, please contact the Green Dot principal.

Nutrition Education and Physical Activity Goals

The school's physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards. Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

Nutritional Guidelines for Foods Available at School

The Board believes that foods and beverages available to students at Green Dot Public Schools should promote and protect students' health, well-being, and ability to learn. Therefore, it is the policy of Green Dot that:

- Nutritional standards adopted by Green Dot for all foods and beverages sold to students, shall meet or exceed state and federal nutritional standards;
- Meals will be attractive and appealing to children;
- Meals will be served in clean and pleasant settings;
- A variety of fruits and vegetables will be offered;
- All milk served will be low-fat (1%) and/or non-fat milk as defined by USDA;
- Half of the served grains will be whole grain.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize Green Dot's ability to provide nutritious meals and snacks, all Green Dot schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs at the discretion of the principal.

Green Dot will ensure that a student whose parent/guardian has unpaid school meal fees is not denied a reimbursable meal of the student's choice because of the fact that the student's parent or guardian has unpaid meal fees, and such student is not shamed or treated differently from other students. Green Dot will make every effort to eliminate any social stigma attached to, and prevent overt identification of, students who are eligible for free and reduced-priced meals by using electronic identification and payment systems and promoting the availability of school meals to all students.

The full Green Dot Wellness Policy can be found on each Green Dot school website.

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Health and Safety Policy

D. 16.0 Policy: Comprehensive Sexual Health, HIV/AIDS Prevention, and Human Trafficking Prevention Education

Green Dot Public Schools encourages all students to develop healthy attitudes about adolescent growth and development, body image, gender identity, sexual orientation, dating, marriage, and family. As such, Green Dot offers comprehensive sexual health education to its students in grades 5, once in middle school, and once in high school.

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Center for Disease Control and Prevention, and the National Academy of Sciences.

Green Dot Schools may use trained school personnel or outside consultants to provide comprehensive sexual health education – which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexuality transmitted diseases. Age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) will also be presented. The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The course will also include information on human trafficking identification and prevention.

Notice and Parental Excuse

At the beginning of each school year, at the time of a student's enrollment, or at least 2 weeks prior to implementation of the sexual health curriculum, Green Dot shall notify parents/guardians about instruction in comprehensive sexual health education and HIV/AIDS-prevention education and research on student health behaviors and risks planned to be used in instruction for the coming year. This notification shall include the information required by California Education Code Section 51938(b). Consistent with the California Healthy Youth Act (Cal. Ed. Code § 51930 et seq.), parents/guardians may opt out passively (parent signature not required, only notification) of all or part of comprehensive sexual health education and HIV/AIDS prevention education. However, consistent with Green Dot's Nondiscrimination Policy, parents/guardians may not selectively opt out of content focused on LGBTQ+ (lesbian, gay, bisexual, transgender, questioning/queer) issues within the comprehensive sexual health education curriculum, while leaving the student in the classroom for other sexual health education.

Parents/Guardians may contact the Principal if they would like to preview the classroom materials and may request in writing that their child not receive all or part of comprehensive sexual health education or HIV/AIDS-prevention education.

No questionnaire, survey, or examination containing any questions about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion will be administered unless the parent or guardian of the student is notified in writing that such test, questionnaire, survey, or examination is to be administered, and the parent or guardian of the pupil gives written permission for the student to participate in the activity.

Green Dot may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing

age-appropriate questions about the students' attitudes concerning or practices relating to sex, if the parent or guardian is given the opportunity to review the material and to request, in writing, that his or her child not participate.

A student must not attend any class in comprehensive sexual education or HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation. A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Rev. 06/2026

Health and Safety Policy

D. 17.0 Policy: Condom Distribution

High School and Middle School Students

Green Dot will make condoms available at no cost to students who request them. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available Green Dot assumes no liability.

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Health and Safety Policy

D. 18.0 Policy: Pregnant or Parenting Students

Green Dot shall not exclude nor deny any student from any educational program or activity on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition.

Pregnant or parenting students, regardless of their parental, family, or marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify, in an environment free from discrimination or harassment. Pregnant or parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes; home schooling during absences

due to pregnancy related illness or recovery; up 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 and to allow the pregnant or parenting student to care for and bond with the infant.

A pregnant or parenting student is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the student's physician. A student who does not wish to take all or part of the parental leave shall not be required to do so. A student is entitled to receive more than the eight weeks of parental leave if deemed medically necessary by the student's physician. Students may also qualify for Home and Hospital services if they meet the qualifications outlined in Health and Safety Policy D. 4.0.

During parental leave, absences shall be excused and the student shall not be required to complete academic work or other school requirements. In addition, a student's absence due to their child's illness or medical appointment shall be excused and the school may not require a doctor's note.

After returning from parental leave, the student may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A student may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating student on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A student shall not incur an academic penalty as a result of his or her use of these accommodations.

Green Dot shall notify known pregnant and parenting students, and parents and guardians of pregnant and parenting students, of the rights and options available to pregnant and parenting pupils under the law through this annual Student Policy Manual and through independent study packets (when applicable).

A complaint of noncompliance with the requirements of this policy may be filed with Green Dot under its Uniform Complaint Procedures set forth in Section C. 16.0 in this Student Policy Manual.

Rev. 06/2024

Health and Safety Policy

D. 19.0 Policy: Banned Substances

Smoking and Vaping

Parents and visitors are asked to support the school's effort to maintain Green Dot Public Schools are a "Smoke or Vape Free Zone." Parents are asked to please refrain from smoking or vaping on campus or at any school event or activity.

Drugs and Alcohol

Green Dot schools are 100% drug and alcohol-free campuses. Green Dot's Drug/Alcohol Policy ensures a drug and alcohol-free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need.

The Dangers of Fentanyl and Other Synthetic Drugs

Our Charter School and Green Dot Public Schools prides itself on providing a safe learning environment for its students. The risk of unprescribed synthetic drugs, such as Fentanyl, is a growing national concern. We ask for your support in continuing to keep our schools safe and drug-free locations.

Fentanyl is an extremely potent opioid that poses significant risks even in small amounts. Its presence in counterfeit pills and other substances has tragically led to numerous overdoses and deaths across the country.

In response to the growing concern around fentanyl use in younger age groups, our Charter School and Green Dot Public Schools have worked with the California Department of Public Health to supply our schools with Naloxone in the event of an on campus opioid overdose. Naloxone, also known as Narcan, is a lifesaving medication used to reverse opioid overdose including heroin, fentanyl, and prescription opioid medications. It is safe and easy to use, works almost immediately, and is non-addictive. Staff at each school site have all been trained in the proper administration of the lifesaving drug in the event it must be used.

There have not been any reported cases of fentanyl use at any of our schools. This is a preventative measure for our students and community. Our Charter School and Green Dot Public Schools encourages and fosters a drug free environment for all students, staff, and the community. This preventative measure is to continue to ensure the safety and wellness of those that we serve.

Helpful Tips and Resources

1. **Educate Yourself and Your Child:** Learn about the signs and symptoms of drug use, including changes in behavior or physical appearance. Open dialogue with your child about the dangers of synthetic drugs and the importance of making healthy choices.
2. **Monitor Online Activities:** Be aware of your child's online behavior and interactions, as synthetic drugs are sometimes marketed and sold through social media and other internet platforms.
3. **Seek Support and Guidance:** If you suspect your child may be experimenting with drugs or if you need guidance on how to discuss these issues, don't hesitate to reach out to school counselors, healthcare professionals, or community organizations specializing in substance abuse prevention.
4. **Dispose of Unused Medications Safely:** Properly dispose of unused or expired medications to prevent accidental ingestion or misuse. Many pharmacies and law enforcement agencies offer safe disposal options.
5. **Stay Informed:** Stay updated on local and state efforts to combat drug abuse and support legislation that promotes community safety and well-being.

We will continue ensuring the safety and well-being of all our students. With your support, we can educate, support, and protect our children from the dangers posed by synthetic drugs at home and at school.

Your partnership in this endeavor is greatly appreciated. If you have any questions or concerns regarding student safety, or substance abuse prevention, please feel free to contact us at our Charter School Main Office. *Rev. 06/2026*

Health and Safety Policy

D. 20.0 Policy: Suicide Prevention

Green Dot 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, Green Dot has developed prevention, intervention, and postvention strategies .

In compliance with Education Code Section 215, this policy has been developed in consultation with Green Dot and community stakeholders, Green Dot school-employed mental health professionals (e.g., school counselors, psychologists, licensed clinical social workers, licensed marriage and family therapists , nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Green Dot' strategies for suicide prevention and intervention. Green Dot must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Green Dot shall appoint an individual (or team) to serve as the suicide prevention point of contact for Green Dot. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

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

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, and school mental health services team members,such as licensed clinical social workers, licensed marriage and family therapists,) , other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the Social Emotional Learning Screener should also be analyzed to identify school climate deficits and drive program development.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
 - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Green Dot guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Green Dot guidelines;
 - Green Dot-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- Green Dot-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

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

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this suicide prevention policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Green Dot along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Green Dot and is characterized by caring staff and harmonious interrelationships among students.

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

Green Dot' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Green Dot' suicide prevention, intervention, and referral procedures.

The content of the education may include:

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

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Advisory, College Readiness, Seminar, physical education).

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

E. Intervention and Emergency Procedures

Green Dot designates the following positions to act as the primary and secondary suicide prevention liaisons:

- School Psychologist
- School Mental Health Services Therapist or School Mental Health Team Member
- School Counselor

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

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

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

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

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

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or another emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, Green Dot shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Green Dot may contact the Department of Child and Family Services (DCFS.)
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Green Dot.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Green Dot to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall identify a media spokesperson if needed.
5. Provide care and determine appropriate support to affected students.
6. Follow Green Dot's re-entry protocol, including, but not limited to, provide an opportunity to the student and parent/guardian to participate in a re-entry planning meeting with the Principal or designee, and Green Dot's mental-health staff. Assessing capacity to integrate back into school may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate administrators maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Green Dot activities to notify a teacher, Administrator, School Psychologist, School Counselor, School Mental Health Services team member or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Green Dot staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

If you would like to commence mental health services for a student at the school, please contact the School Counselor, School Mental Health Services Team Member School Psychologist, or the main office by calling the school's office.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff.

Green Dot shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal or designee to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Provide information regarding funeral arrangements for family and school community (if appropriate);
- Respond to memorial or vigil requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered; The following guidelines are recommended – final decisions are to be made collaboratively by the school administrator and Green Dot's School Coordination of Services Team Mental Health Team:
 - Memorials created by students (including flowers, cards, pictures, stuffed animals, or other items): Such memorials should not be disruptive to the daily school routine. Memorials placed in the hallway or heavily trafficked areas could be disruptive and may be relocated.
 - An established timeframe for the display of memorials should be shared with students and staff, after which any non-perishable and salvageable items should be reviewed for appropriateness and may be offered to the family by the identified school liaison. An example of a timeframe could be to keep the memorial in place until the day of the services or during a natural break in the school's calendar, whichever comes first.
 - Permanent memorials, such as trees, benches, or wall plaques are not permitted on school property.
 - The focus of the school should be to maintain a regular schedule, structure and routine as much as possible given the circumstances, which will benefit the entire student body and staff.
 - Memorial service or vigil should not be held at the school site, as this would disrupt the regular schedule of a school day.
 - Any fundraising efforts should be led by the student's family or appointed designee not by a Green Dot employee.
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Support siblings, close friends, teachers, and/or students of deceased
 - In the case of any death, consider any short-term or long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Health and Safety Policy

D. 21.0 Policy: Student Identification Cards and Safety Information

Any school-issued student identification card shall have printed on either side of the card the telephone number for the National Suicide Prevention Lifeline: 1-800-273-8255.

Effective October 1, 2020, any school-issued student identification card shall have printed on either side of the card the telephone number for the National Domestic Violence Hotline: 1-800-799-7233.

Effective July 1, 2026, any school issued pupil identification cards shall have printed on either side of the pupil identification cards the Trevor Project's LGBTQ+ Suicide Hotline: 1-866-488-7386.

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Health and Safety Policy

D. 22.0 Policy: Science/Laboratory Safety

Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are certified by completing the Science Lab Safety training in SafeSchools at the start of each school year. They will also have access to the Flinn Scientific Laboratory Safety Course on science safety and laboratory procedure as a reference for more in-depth training needed for specific laboratory experiences.

Green Dot will ensure that all students receive instruction on, and demonstrations of, science classroom safety rules and procedures. Students must pass an annual laboratory safety quiz prior to conducting any classroom laboratory activities. Teachers will provide lab-specific safety training and demonstrations prior to each laboratory activity. Students must also pass a laboratory safety quiz prior to conducting each laboratory activity in class. Science safety rules and procedures are outlined in a Science Safety Contract that is signed by students annually and sent home for reference and review by parents/guardians and can be found on the school website. Science classrooms will contain appropriate safety equipment for any hazardous materials present or any experiments being carried out. Chemicals will be stored and disposed of appropriately, and Green Dot shall conduct inspections annually to ensure safety of chemical storage and disposal. Eye safety or other individual safety devices will be provided by Green Dot during class but can be sold to students for an amount not to exceed their actual cost to Green Dot.

Animal Dissections

Students at Green Dot Schools 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.

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Health and Safety Policy

D. 23.0 Policy: Classroom Pet Policy

Before acquiring a classroom pet, the primary classroom educator will obtain permission from the school principal, and determine and document whether any students who may come near or into contact with the pet are sensitive (e.g., more susceptible to zoonotic illnesses) or allergic to the species and/or its food/bedding/enclosure materials. The primary classroom educator is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met.

The primary classroom educator will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (i.e., how its care will fit into the curriculum), and a plan for how any injuries (e.g., bites, scratches) will be managed should they arise.

The following requirements apply to any situation with an approved classroom pet:

- only domesticated animals may be kept as classroom pets;
- wild animals may not be kept as classroom pets (e.g., locally caught frogs and snakes);
- classroom pets must be diurnal (i.e., awake during the day);
- whenever possible, the classroom pet should be acquired through an adoption center, rescue, or other re-homing opportunity;
- classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times
- students will only handle the classroom pets under direct supervision of a Green Dot employee or volunteer;
- if students are given responsibilities for feeding the classroom pet's or cleaning its habitat, this will be assigned as a reward or educational opportunity (i.e., not as a punishment);
- students must wash their hands prior to and after handling the classroom pet or cleaning its habitat;
- classroom pets will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts; and
- the air temperature in the classroom will be kept conditioned within a range appropriate for the classroom pet's species at all times.

Rev. 06/2016

Health and Safety Policy

D. 24.0 Policy: Menstrual Products Policy

Green Dot recognizes that equal access to menstrual products is a basic human right and is vital for ensuring the health, dignity, and full participation of menstruating students.

Menstrual pads and tampons are stocked in all women's restrooms and all-gender restrooms, and in at least one men's restroom, at all schools. The menstrual products are available and accessible, free of cost, to all students. Questions regarding the Menstrual Products Policy may be directed to the School

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Health and Safety Policy

D. 25.0 Policy: Pesticide Use Notification Policy

In accordance with the California Healthy Schools Act (California Education Code Sections 17608 et seq.), Green Dot Public Schools has adopted an Integrated Pest Management Policy (IPM).

During the school year, it may be necessary to apply pesticides at your child's school to avoid serious health risks by pests and/or to maintain the integrity of a structure. If you feel your child's health and/or behavior could be influenced by exposure to pesticide products, you are notified as follows:

- An application of products that are on the Approved List may be applied during the school year.
- In the event the use of a product is required that is not on the Approved List, you have the option to be notified 72 hours in advance. Exception: Emergency circumstances that warrant an immediate response.
- Additional information regarding pesticide products can be found on the California Department of Pesticide Regulation website.

A 72-hour on campus posted notification is required when a pesticide (not on the Approved List) is scheduled to be used at a school. In addition, parents/guardians may opt-in to receive an email notification of the scheduled use on pesticides not on the approved list. If you would like to be notified each time a pesticide is scheduled to be used that is not on the Approved List, please complete this [form](#).

Rev. 6/2023

Health and Safety Policy:

D 26.0 Policy: Threat Prevention

Employees are mandated reporters of student threats or perceived threats. In accordance with California Education Code §49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity. Additionally, per California Code, Education Code - EDC § 49393 (a) A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to campus security. Campus security will then conduct a threat assessment with the Coordination of Services Team (COST) according to Green Dot Protocol.

Pursuant to California Code, Education Code - EDC § 49391, Green Dot provides parents/guardians with notice on safe storage of firearms.

Rev. 06/2024

Health and Safety Policy:

D 27.0 Policy: Addressing Student Behavioral Health

Addressing the Needs of High-Risk Groups

GDPS recognizes the importance of ensuring equitable access to behavioral health supports for all students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

GDPS staff who oversee the mental and behavioral health needs of students are responsible for supporting the implementation of these group-specific referral protocols, as directed, supervised and coordinated by the Senior Director of Special Education & Psychological Services, Director of School Mental Health, Director of School Counseling and College Success Foster Youth Liaison, Homeless Liaison, and GDPS administrators and Central Office Coordination of Services Team.

GDPS may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

1. Needs Assessment

The Principal or Principal's designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

GDPS shall review referral volume and outcomes on a quarterly basis for continuous improvement.

2. Capacity Building

GDPS shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

3. Planning

The Executive Director or designee shall:

- Define referral pathways for crisis and non-crisis concerns;

- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

4. *Implementation*

GDPS shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks

5. *Evaluation and Continuous Improvement*

GDPS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the GDPS Board annually to support transparency and continuous improvement.

Staff Training

GDPS shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by GDPS shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both GDPS and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, GDPS shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of
- their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

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Section E:

Parent/Guardian Policy



Parent/ Guardian Policy

E. 1.0 Policy: Power School and Parent/ Guardian Communication

PowerSchool

Parents are encouraged to follow student progress through the Power School system. Student homework, grades, and test scores can be reviewed on-line 24 hours a day through Power School on the internet. Power School assists parents to track students' progress and stay informed. Once in the platform, Power School also provides a direct link to teacher email. Power School can also be accessed through the school website.

To access your student's information on the internet, you will need the following information:

1. The website location: <http://ps.greendot.org/public>
2. Your Username
3. Your Password

Username and password information is distributed to parents during the School Orientation, Back to School Night, and by contacting the main office.

Parent/ Guardian Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days. Parents can opt out of receiving emails, text messages, or phone calls at any time by clicking the appropriate unsubscribe or opt-out link, or contacting the school.

School – Home Communication

Teachers Contacting Parents by Phone

Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment. Teachers may also communicate with parents via ParentSquare, Green Dot's communication platform. Parents can determine if they prefer to receive messages via text, email or both. Messages can be automatically translated.

Automated Communication System

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

School Correspondence

Parents Contacting Teachers

All teachers and staff members have email accounts where they can be easily contacted. From Power School, parents may click on the teacher's name on your student's web page to send an email. Parents may also email or message teachers directly through ParentSquare. Parents may also contact teachers by leaving a message with the main office.

Messages and deliveries to students

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

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Parent/ Guardian Policy

E. 2.0 Policy: Academic Conferences and Parent Notifications

Parent-Student-Teacher Conferences

Green Dot Public Schools commits to good communication between home and school. When a student experiences academic difficulties, or whenever it becomes evident to the teacher that the student is in danger of failing a course, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting.

In addition, parent conferences scheduled at the completion of the first and third quarters, provide an important opportunity to evaluate each student's progress (schools will set individual dates). Progress reports from the first and third quarter will be reviewed at conferences and parents will be provided with academic updates.

Middle School and High School

Progress Reports

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student's performance to-date in the semester.

Report Cards

Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's high school transcript.

Right to Ask for Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

School Accountability Report Card

A hard copy of the School Accountability Report Card (SARC) will be made available upon request at the school site. It is posted annually on the school website.

Elementary School

Grading and Reporting Student Progress

Teachers at Extera will formally report student progress toward mastery of grade level standards to parents three times each year using report cards at the end of each trimester and three times per year via progress reports at mid-points during the trimester. Student achievement will be evaluated against academic standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. Teachers will conduct student-led conferences at the time report cards are issued so that parents have regular opportunities to discuss their child's academic progress, work habits, and social skills personally with his or her teachers. During student-led report card conferences, students take ownership of their learning experience, sitting at a table or moving around the room with parents or guardians and teachers. Students generally share their body of work through portfolios and work samples. Multi-language learners are encouraged to share their progress aligned to their differentiated ELD programming. It is strongly recommended that all parents or guardians attend student-led conferences upon each reporting period. Parent or legal guardian attendance for student-led conferences will be noted by signature for all three reporting periods.

Student progress in all subject matter content areas will be reported to parents during each reporting period, and copies of each student's report cards will be maintained in the main office of each Extera campus. In addition to providing scaled scores using the evaluation continuum, teachers will include short narrative descriptions to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student's growth in performance during the reporting period. A record of attendance and tardies will also be included.

Informal progress reports will also be issued periodically throughout the school year to track student progress prior to issuing report cards at the end of each term. Parent conferences may be held at the request of teachers and/or families to address behavioral and academic concerns. Students who continue to struggle academically or behaviorally after the progress report conference will be referred to the site administrator for an SSPT conference to formalize an intervention plan.

Rev. 06/2023

Parent/ Guardian Policy

E. 3.0 Policy: Parent/Guardian Volunteer Hours

Green Dot recommends that parents/guardians volunteer at their child's school each school year.

For parents/guardians of students on multiple campuses, Green Dot recommends that volunteer hours be balanced between the campuses.

Hours may be set up with the school office or completed in one or more of many volunteering opportunities such as:

- office support;
- school and special events (e.g., Back-to-School Night, Open House);
- fundraising activities;
- breakfast and lunch distribution;
- field-trip assistance and supervision;
- arrival and dismissal supervision; and/or
- leadership activities such as serving as the parent representative for the School Advisory Council or participating in other school committees.

Other possible volunteer activities that can support your child academically include:

- classroom visits;
- classroom support;
- tutoring support; and/or
- serving as a mentor.

Green Dot Public Schools appreciates your participation as a parent volunteer and will make every attempt to match your interests and skills with projects or tasks with which you are comfortable.

Students will not be prohibited from initial or continued enrollment, or from participating in any educational activity, as a result of failing to satisfy the recommended volunteer hours.

Rev. 06/2024

Parent/ Guardian Policy

E. 4.0 Policy: Student Privacy and Parent/ Guardian Volunteer Confidentiality

Green Dot Public Schools expects all parent volunteers who learn information about Green Dot students while volunteering for Green Dot to keep this student information confidential. The U.S. Congress has addressed the privacy-related concerns of educators, parents/guardians, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA" or the "Buckley Amendment"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution which reveals a student's personal information, including education and/or personal records, without their parent/guardian's specific written consent.

Green Dot Public Schools' parent volunteers must refer all questions about a student's personal information, including grades, contact information, parent/guardian's contact information and student progress, to authorized school employees. Volunteers may not share information about a student even with members of their own family or the student's family.

Rev. 06/2025

Parent/ Guardian Policy

E. 5.0 Policy: Parent / Guardian Volunteer Background Checks and Tuberculosis (TB) Clearances

Before beginning any volunteer services at the school, all volunteers must complete the volunteer onboarding process, which includes completing the Green Dot Volunteer application available in Workday through Human Resources. The criminal background check and TB clearance portions of the onboarding process are described below.

Background Checks

One of Green Dot's foremost values is the safety of students and staff. In accordance with California law and in keeping with such values, all parent volunteers and visitor volunteers who interact with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, must be fingerprinted for a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation. The cost of the procedure may be borne by the volunteer.

Conditions that preclude volunteering at Green Dot include, but are not limited to, conviction of any controlled substance offense, conviction of a sex offense, or conviction of a serious or violent felony. If a volunteer who works in close proximity with students is found at a Green Dot school location without a criminal background clearance, they will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained. Additionally, should a volunteer be convicted of a controlled substance offense, sex offense, or serious or violent felony during their volunteer period with Green Dot, the volunteer must immediately report such a conviction to their immediate supervisor.

Tuberculosis (TB) Clearance

Volunteers are required to have on file a certificate showing the volunteer submitted a Tuberculosis (TB) risk assessment and, if TB risk factors were identified, the volunteer was examined and found to be free of TB infections, if the volunteer's functions require or include frequent or prolonged contact with students. If no risk factors were identified, an examination is not required. The cost of the risk assessment may be borne by the volunteer. If a volunteer whose functions require or include frequent or prolonged contact with students is found at a Green Dot location without a TB risk assessment, they will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained.

Documentation of volunteer compliance with TB risk assessment/exams will be kept on file with Green Dot's Human Resources Department or other appropriate designated office/department. Any entity

providing student services that require or include frequent or prolonged contact with students will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Green Dot students.

Rev. 06/2023

Parent/Guardian Policy

E. 6.0 Policy: Conflict Resolution – Parents/ Guardians

The Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a parent or guardian may make a request and/or have an issue or grievance that they believe is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

Step One

The parent/guardian presents the issue to staff members with whom they have the conflict. The staff member should address the grievance, attempt to resolve it, and give the parent/guardian a decision within a reasonable amount of time (ten school days).

Step Two

If the response given by the staff member seems unreasonable to the parent/guardian, they should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the complaint, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Step Three

If the response given by the Principal seems unreasonable to the parent/guardian, they should then request a meeting with the Green Dot Area Superintendent overseeing the school. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Education Officer (angonzalez@greendot.org or 323-565-1600) or designee, who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. The Chief Education Officer or designee, or investigator, will report his or her findings to Green Dot for review and action, if necessary.

See Section C. 16.0 of the Student Policy Manual for information about issues or concerns be addressed through the Uniform Complaint Procedure.

Rev. 06/2026

Section F: Governance Policies



F. 1.0 Policy: School Advisory Council Bylaws

ARTICLE I

Name

The name of this Committee shall be the *Ánimo* ----- Charter School Advisory Council. Hereafter it will be referred to as "SAC."

ARTICLE II

Purpose

The SAC shall review the Single School Plan addressing the following focus areas before October 1st for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

- A. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.
- B. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.
- C. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
- D. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to the Elementary and Secondary Education Act of 1965 (last reauthorized as the Every Student Succeeds Act). The policy shall:
 - i. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - ii. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.
 - iii. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools..., including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
 - iv. Involve parents in the activities of the school.
- E. Review of the school budget to assure spending in accordance with the goals of the plan. The SAC will have preliminary approval of the school budget for the ensuing fiscal year before the principal submits it for the Green Dot Public Schools Board approval. The principal may make edits to the budget following the preliminary approval from the SAC and will advise them of such changes at the next monthly meeting.

- F. Other activities and objectives as designated by the Green Dot Board of Directors.

ARTICLE III

Membership

Section I: Composition

- A. The SAC shall be comprised as follows:

1. The Principal or Administrative Designee
2. Three (3) teachers selected by teachers
3. One (1) classified staff member/counselor elected by the classified staff or counselors
4. Five (5) parents, students, or community members shall be elected by an election procedure open to all stakeholders.

Should a School Advisory Council (SAC) decide to amend the recommended by-laws to offer a different composition, please note the following requirements:

- Half of the members of the SAC consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up the majority of this group.
- The remaining half of the members consists of equal numbers of students elected by students, and parents or other community members selected by parents.

- B. Designation of Alternates for SAC Representation

A list of alternate parents, students, and classified stakeholders shall be established before the second SAC meeting. Alternates will vote only if a regular member is absent. The alternate parent list will consist of the remaining members of the parent corps. The alternate student list will consist of the remaining members of the student council. The alternate classified list will consist of the remaining full-time classified staff (office manager, school safety officer, and parent coordinator). The alternate teacher list will be established from the candidates not successful in the general election in the order of their finish in the voting. The principal may have the assistant principal represent him in absentia.

- C. Elections

1. Elections for staff and students shall be held prior to October 1st.
2. Appointments or election for parent membership shall be made/ held prior to October 1st.

Section 2: Term of Office

All elected members of the SAC shall serve for a one-year term with no limit on number of consecutive terms.

Section 3: Voting Rights

The voting membership shall not exceed twelve (12). Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4: Termination of Membership

A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected.

Positions opened as a result of the above action will be filled by appointment by the chairperson for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 5: Transfer of Membership

Elected membership in the SAC is not transferable or assignable.

Section 6: Resignation

Resignations will be accepted upon written notice to the Chairperson. Positions opened as a result of a member's resignation will be filled by appointment for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 7: Additional Vacancies

If an alternate is not available, each represented group will be responsible for selecting a new member for the duration of the school year using an election process.

Section 8: Non-Attendance of Meetings

All voting members of the SAC shall notify the Chairperson of an absence prior to the meeting. The non-attending member or other requested SAC member will take responsibility to notify and request from the active list of alternates, an alternate to attend in their place. Students may consult with the student council advisor to find an alternate member. Parents may consult with the parent coordinator or principal to find an alternate member.

Section 9: Alternates

An active list of SAC alternates will be available to all members. The alternate list shall be comprised of at least one teacher, three students, three parents, one classified staff member and one administrative staff member to be selected as required in accordance with these Bylaws. When an alternate is in attendance as replacement for a regular voting member, the alternate will indicate this at the beginning of the meeting.

ARTICLE IV

Officers

Section 1: Officers

The officers of the SAC shall be a Chairperson, Vice-Chairperson, Secretary, and such other officers as the SAC may deem desirable.

Section 2: Election of Officers

All officers shall be elected by voting members of the SAC by ballot at an election meeting to be held at the first meeting following completion of all elections as prescribed in Article III, Section 1, not to be later than October 1st. New officers shall assume their duties at the close of the election meeting. Should an officer resign before new elections are held, the Chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

Section 3: Removal

Any officer may be removed by a two-thirds vote of all members sitting on the SAC whenever, in the judgment of the SAC, the best interests of the SAC would be served.

Section 4: Vacancy

A vacancy in any office because of death, removal, disqualification, or otherwise shall be filled by a special election at the next SAC meeting for the unexpired portion of the term.

Section 5: Chairperson

The Chairperson shall preside at all meetings of the SAC, approve the agenda prior to its posting, and may sign all letters, reports, and other communications of the SAC. In addition, the chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the SAC from time to time.

Section 6: Vice-Chairperson

The duties of the Vice-Chairperson shall be to represent the chairperson in assigned duties and to substitute for the Chairperson during his or her absence, and the Vice-Chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the SAC.

Section 7: Secretary

The Secretary shall see to the keeping of the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, and to such other persons as the SAC may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the SAC records; keep a register of the address and telephone number of each member of the SAC which shall be furnished to the Secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the SAC.

ARTICLE V

Committees

Section 1: Standing and Special Committees

The SAC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the SAC.

Section 2: Membership

Unless otherwise determined by the SAC in its decision to establish a committee, the Chairperson of the SAC shall appoint members to the various committees.

Section 3: Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the SAC or with policies of the governing board.

ARTICLE VI

Meetings of the School Advisory Council

Section 1: Regular Meetings

SAC shall meet regularly at least once per month while school is in session, unless the SAC determines by consensus that a monthly meeting is not necessary.

Section 2: Special Meetings

Special meetings may be called by the Chairperson or by majority vote of the SAC.

Section 3: Place of Meetings

The SAC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4: Notice of Meetings

Appropriate public notice shall be given of regular meetings at least forty-eight hours in advance of the meeting. Any change in the established date, time, or locations must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally, by email or mail to each member not less than forty-eight hours prior to the date of such meeting.

Section 5: Decision of the School Advisory Council

All decisions of the SAC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Should a voting dead-lock occur, the SAC must reconsider the issue at hand, as all decisions of the SAC require an affirmative vote of the majority of its members in attendance.

SAC shall submit decisions to the Green Dot Governing Board, as appropriate, for ratification.

Section 6: Quorum

A majority of the authorized number of SAC members then in office constitutes a quorum for the transaction of business.

The Chairperson may cancel a meeting fifteen minutes after its designated start time, should a quorum not be established. In the absence of quorum, the assembled members may vote to hold an informational meeting, but may not conduct business.

Section 7: Conduct of Meetings

All regular and special meetings of the SAC shall be conducted in accordance with ROBERT'S RULES OF ORDER or in accordance with an appropriate adaptation thereof.

Section 8: Public Participation

All regular and special meetings of the SAC and of its standing or special committees shall be open to the public. There shall be time allotted in each agenda for public address of the council. Further, the chairperson may recognize public guests during the course of the meeting.

ARTICLE VII**Amendments**

These Bylaws may be amended by a two-thirds majority vote of the SAC at any official meeting, and must be ratified annually.

Rev. 06/2023

Governance Policies

F. 2.0 Policy: DELAC Bylaws

English Learner Advisory Committee (ELAC) District English Learner Advisory Committee (DELAC) Bylaws

ARTICLE I TITLE

Each school with 21 or more Emergent Bilinguals shall establish an elected English Learner Advisory Committee (ELAC). Each school with 51 or more Emergent Bilinguals will establish an elected District English Learner Advisory Committee (DELAC).

ARTICLE II PURPOSE

The purpose of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for Emergent Bilinguals (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

The DELAC/ELAC shall be responsible for the following tasks:

1. Development of a district master plan for education programs and services for Emergent Bilinguals. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for Emergent Bilinguals.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

ARTICLE III MEMBERSHIP

Section 1: Parents or guardians of Emergent Bilinguals shall constitute the majority membership (51 percent or more) of the committee.

Other Committee Members: A good faith effort must be made to recruit membership from the following groups:

- o School site staff
- o Administration
- o Community members or representatives
- o Other parents (not necessarily of EL students)

Section 2: Each member shall have one vote.

Section 3: Every officer will be elected for a term of one year. All other members are encouraged to participate for the length of their students' stay at the school.

ARTICLE IV OFFICERS

The officers of this Committee shall consist of a chairperson, vice chairperson and secretary. Any member of an DELAC/ELAC is eligible to be an officer of the Committee.

ARTICLE V ELECTION OF PARENT MEMBERS & OFFICERS

SECTION 1: The parents or guardians of Emergent Bilinguals shall elect the parent members of DELAC/ELAC. Parents or guardians of Emergent Bilinguals shall be provided the opportunity to vote in the election.

SECTION 2: All officers shall be elected democratically through a majority vote of the DELAC membership.

SECTION 3: Officers will assume their positions following the conclusion of elections.

ARTICLE VI MEETING

5 regular meetings shall be held during the school year. If fewer meetings are held, all of the legal requirements must still be covered across all meetings.

- The agenda and reminder of each meeting will be posted.
- All meetings shall be open to the public and publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted in the home language of the majority of the members. Translation into the other languages will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

ARTICLE VII BYLAWS & AMENDMENT

Section 1: Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. The bylaws will be valid when adopted by a simple majority vote of the entire membership.

Section 2: The bylaws may be amended at any regular meeting with the approval of majority vote.

ARTICLE VIII DUTIES OF OFFICERS

Section 1: It shall be the duty of the chairperson to preside at all meetings.

- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the Committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program (with approval of the committee).

Section 2: In the event of the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

- Assists the chairperson in conducting the ELAC meetings.

Section 3: Should both the chairperson and vice-chairperson be unavailable, the recording/corresponding secretary shall keep the minutes of all meetings, send notices of meetings and/or agendas, attend to correspondence, and send out publicity as directed.

- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

ARTICLE IX TERMINATION OF OFFICERS

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

ARTICLE X ADMINISTRATIVE RESPONSIBILITY

- The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. The election meeting must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

ARTICLE XI SUBCOMMITTEES

Subcommittees shall be appointed as needed to promote the objectives of the English Learner Advisory Committee.

SECTION 1:

- The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site's advisory council for Emergent Bilinguals (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).
- This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for Emergent Bilinguals.

SECTION 2: The process for delegating authority to a SAC must include the following:

- Elect a DELAC/ELAC with identifiable members.
- DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
- At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
- This decision is recorded in the DELAC/ELAC minutes.
- At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.
- Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

Date of Draft By-Laws Presented

Date of Adoption

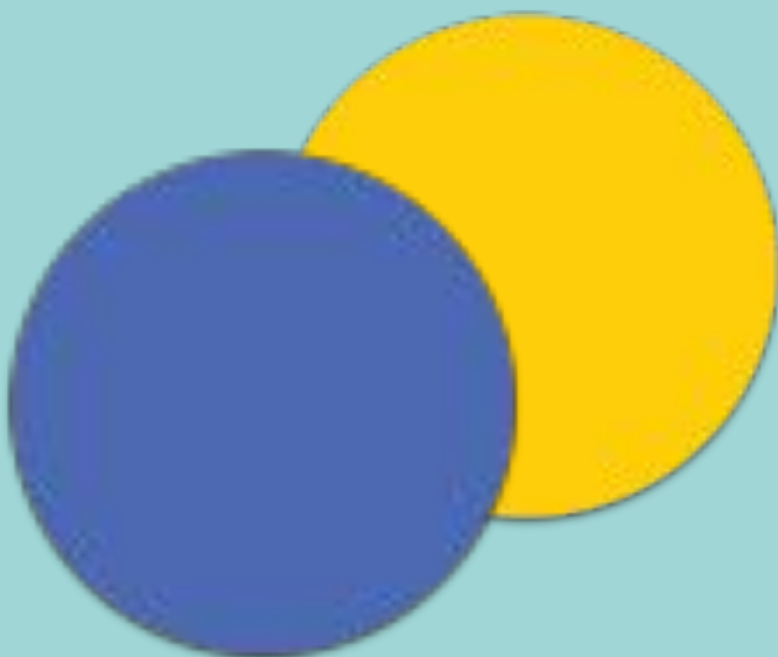
DELAC/ELAC Chairperson

DELAC/ELAC Co-Chair

School Principal

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Appendix



Appendix A: Policy Diabetes

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.

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.

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Appendix B:

Policy: Cancer Prevention Act | Human Papillomavirus (HPV)

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

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

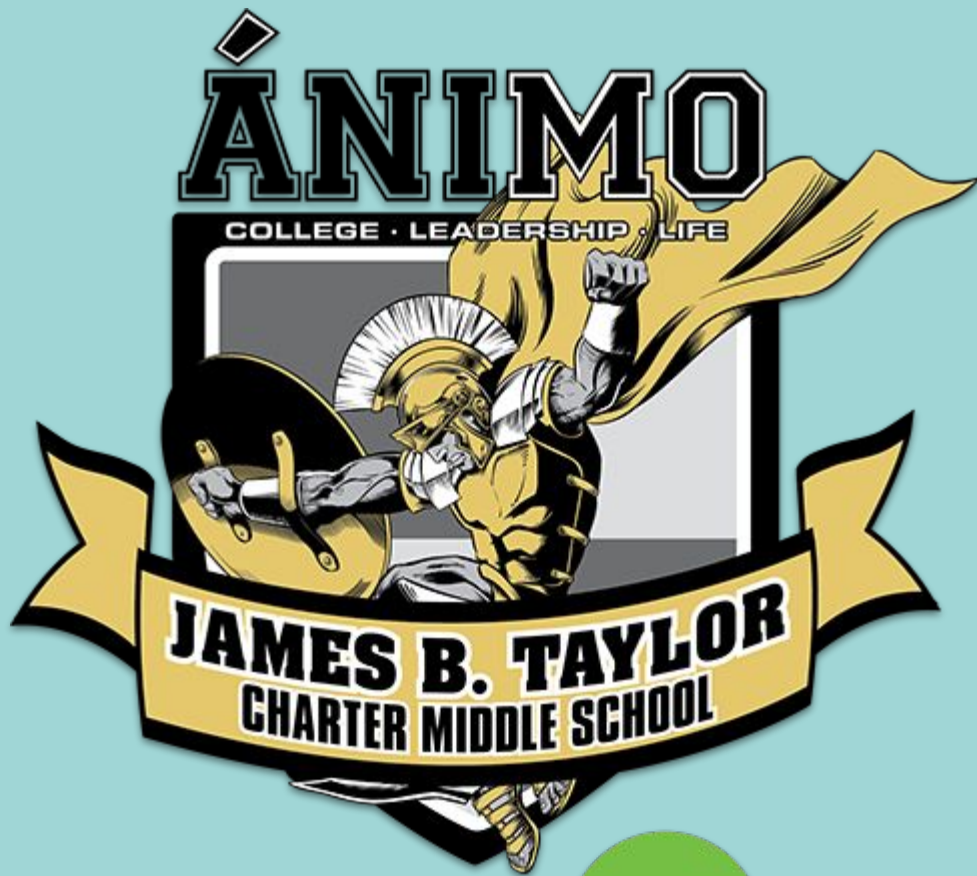
HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

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Section G: Localized Policies

Section G of the Student Policy Manual is school-specific and varies from campus to campus. While the rest of the manual applies to all Green Dot schools, Section G contains policies and procedures unique to each individual school site.

Localized Policy Amendments



Green Dot Public schools

Instruction Policy

B. 4.0 Policy: Middle School Promotion, Retention, Acceleration & Commencement Ceremony

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in their present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

Middle School Promotion

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy B. 5.0, "Grading Scale and Failed Courses"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, and History.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year (or fail to obtain 20.0 credits) may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year).

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

Acceleration & Retention

Requests for retention or acceleration must be made in writing to the school Principal. Green Dot will evaluate such requests with multiple measures including but not limited to academic performance, behavioral records, and age. The school will consider the social-emotional impact of any such decision during a parent/guardian conference. A final decision will be made at the school Principal's discretion with the appropriate Area Superintendent's approval.

Middle School Commencement Ceremony Participation Recommendation

Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

1. Adherence to all disciplinary contracts/agreements. A student may not be on a Conduct Plan at the time of promotion and/or cannot have had more than 2 Conduct Plans issued within their 8th grade year.
2. Students may not have any F's in any course as recorded on Semester 2's final grade report.
3. If the student received an F in any course during Semester 1, the student must receive a B or higher in the equivalent course Semester 2.
4. Students must have a minimum grade point average (GPA) of 1.5.
5. Students must be in good standing with attendance. Students who have missed more than 15 days (excused or unexcused) during Semester 1 OR Semester 2 will NOT be eligible for participation.
6. Students may not have a suspension within 15 days of a social activity/promotion.
7. All debt must be paid in full/ All technology returned in good condition (must not be damaged).

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Area Superintendent's approval. Student's/Families may apply for an appeal within 48 hours, if they have been notified that they are ineligible for promotion, as part of due process. They will receive a hearing date and time and must go before a panel to present their case. The panel will hear their case and decide whether they will approve to deny their appeal.

Students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at the commencement ceremony, unless likely to cause a substantial disruption of, or material interference with, the ceremony, as determined by Green Dot. For purposes of this policy: "adornment" means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies; and "cultural" means recognized practices and traditions of a certain group of people.

Localized Policies

G. 5.0 Policy: School-site Consequence Matrix

The Discipline Framework / Behavior Matrix			
Tier 1: Mild Behavior Infraction - Restorative Intervention, SCA Support <i>The student always remains in class and the teacher applies one or more interventions during class. Demerits may be assigned.</i>			
Reasons for Intervention	Intervention Options for Teachers	Teacher Follow-Up	Special Education Follow-Up
- Not sitting in assigned seat or getting out of seat without permission - Refusing to do work (classwork or homework) or participate in class - Side conversations during instruction - Tapping on desk, chair tipping - Not following classroom rules/directions - Poor attendance or tardiness - Head down/sleeping - Eating or having food in class after advisory, if against teacher's established classroom rules (except water) - Lapse of Integrity: dishonesty - Prohibited distracting items (e.g. electronics, fidget spinner, tech decks, slime, etc.) - Calling or shouting out - Making noises (tapping, whistling,	- Non-verbal or proximity - Private or semi-private conference - Change of seat - Call parent/guardian - Provide materials/supplies - Gentle Verbal Reprimand - Short alpha commands (example- pencil please) - Private - State expected behavior - Hit and run reprimand - Planned ignore - Write a private post-it note to the student (clarify expectations / positive motivation)/affirmation card - Model/rest ate expectations - Class/individual points system (incentive for good behavior) - Provide	- Logs behavior in PowerSchool - Non-contingent interactions soon after (3 to 1 ratio of positive to negative interactions) - Make contact with the family - Speak to the student outside of the class (passing period, lunch...) - Referral to a counselor for habitual mild infractions - Consult with grade level team to determine if behavior is isolated or occurring in other classrooms - Observe with a colleague who is not experiencing the same behavior - Track effectiveness of alternative actions provided "Reset" button- Every period, every day is a fresh start for the student (student must be welcomed into class the following day with a clean slate except in cases where student is issued a period suspension by an administrator)	- Check student's IEP or passport to verify implementation of Behavior Support Plan (BSP) and accommodations - Log teacher intervention in PowerSchool - Consult with IEP Case Carrier for possible interventions and adjustments to BSP

drumming, humming,singing, laughing...) • Throwing non-dangerous items (ie, paper balls, erasers, clothing) • Mild horseplay • Teasing • Conversation al profanity, not directed at an individual • Uniform violation •	alternative action (i.e. stress ball for hand motion) • Recognize on-task behavior • Offer of support - o “How can I help you get started?” • Choice and time • Positive narration • Restate expectations for the whole class • Write it down strategy - o Students write down what is bothering them		
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The merit and demerit system is embedded in a larger discipline framework used to ensure that all Green Dot campuses are Safe and Civil schools. The matrix below outlines the three-tier system for responding to both major and minor infractions. Staff may assign demerits to students for mild infractions. Staff may assign referrals to students for repeated mild infractions, moderate infractions, or severe infractions. The Administrators and/or Student Support Specialist may implement a Student Agreement or Conduct Plan for moderate and severe infractions.

Tier 2: Moderate Behavior Infractions- Student Agreement or Restorative Intervention, SCA and SSS Support <i>The staff submits a referral via DeansList but the student remains in class.</i>			
Reasons for Intervention	Intervention Options for Teachers	Teacher Follow-Up	Teacher Special Education Follow-Up
• Habitual mild defiance – pattern of behavior that consists of a minimum of three of the same infractions in a <i>given class period</i>, and continues after three teacher interventions (documented on referral form) • Leaving class without permission • 15 minutes or more out of class (extended time in restroom, sneaking out	• Change of seat • Call parent/guardian • Teacher generated behavior tracker • Student completes a reflection • Post it note with the expectation and possible consequence • Write it	• Completes a BIF referral in the Google Form • Non-contingent interactions soon after (3 to 1 ratio of positive to negative interactions) • <i>Speak with Counselor or Advisory teacher for assistance</i> • Make time to read and address reflection with student • Follow-up conversation	• Check student's IEP or Passport to verify implementation of Behavior Support Plan (BSP) and accommodations • Log teacher intervention in PowerSchool • Consult with IEP Case Carrier for possible

of class) • Gang symbols or comments • Tagging (no permanent damage) • Cheating or academic dishonesty • Student refuses to give up electronics • Profanity directed at another student or excessive profanity • Play Fighting • Verbal altercations with another student (that was defused by teacher) • Level 2 harassment/bullying ○ Chronic teasing ○ Slurs or derogatory comments ○ Social media/cyber-bullying ○ unwanted contact	down strategy ○ Students write down what is bothering them • One-on-one private or semi-private conversation • Ask students to restate, in appropriate language, the class expectations NOTE: A student should never be sent to stand in the hallway without a admin-approved break card or a teacher being present. Use the one foot in, one foot out strategy instead. Intervention Options for Admin: • Counsel/role playing/conflict mediation • Parent call and/or set up a parent conference/ parent shadow • Letter of apology or restorative justice option • Refer to a counselor or mental health specialist • Refer for community services • Behavior agreement or weekly progress reports • Loss of privilege/incentive • Refer for SST • In-school suspension • DRB Referral and Student Agreement	after class • Make contact with the family- review data from behavior tracker • Speak to the student outside of the class (passing period, lunch...) • Call parent/guardian • Praise the next day when students meet the expectation • Create a behavior chart and set goals with student • “Reset” button- Every period, every day is a fresh start for the student (student must be welcomed into class the following day with a clean slate except in cases where student is issued a period suspension by and administrator) Admin Intervention Process and Follow-Up: • Meets with the student to discuss the behavior and possible solutions (least disruptive to learning) • Student completes an incident form with reflection and next steps • Chooses an appropriate intervention and/or consequence • Makes a referral to the counselors or other support providers (when necessary) • Calls the parent or guardian if/when	interventions and adjustments to BSP • Review data from behavior tracker with IEP Case Carrier Case Carrier Special Education Follow-Up: • Review Power School Logs to determine if the behavior is systemic/re-occurring • <i>Communicate with the Special Ed. Case Carrier and/or SEPA</i> • Review the student’s IEP (BSP and accommodations) • Consult with the School Psych for possible interventions/ follow-up
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	(for behavior contract purposes - NOT expulsion) • Conduct reconnection meeting with teacher • Detention • Period suspension	necessary • Reconnection meeting • Logs the response/consequence and next steps in PowerSchool when necessary • Communicates with the referring teacher • Contacts Admin/GD Security	
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Tier 3: Severe Behavior Infraction- Student Agreement, Conduct Plan, Discipline Review Board (DRB), Suspension (ISS/OSS), Expulsion- SSS or Admin Support

Student behaviors that require immediate administrator attention. Teacher contacts the office requesting the immediate presence of a Security Team Member. Teacher submits a referral via DeansList and the student is escorted to the Admin Office by the security team member.

Severe Behaviors	Administrative Intervention Options	Administrative Follow-Up	Special Education Follow-Up
• Defacing school property (resulting in irreparable damage or is gang related) • Under the influence of a controlled substance • Off-campus truancy • Possession of drugs and/or paraphernalia • Sale of drugs or alcohol • Possession of a potentially dangerous toy (ie: laser pointer, sling-shot, shock toys, poppers, lighters, etc.) • Possession of a weapon • Brandishing a weapon • Profanity directed at an adult • Level 3	• Conflict mediation • Threat assessment by the counselor or school psychologist • Search • Parent conference • Hold a reconnection meeting • Referral for C.O.S.T. team or community resources • Student Success Team (SST) referral • Detention • Student agreement • Involvement	• Collect student and witness statements • Contact the parent/guardian • Enter the log entry and next steps in PowerSchool • Complete the necessary suspension forms • Notify law enforcement when necessary • Make the necessary counseling referrals • Follow up with teacher/grade level teachers/ special education case carrier/advisor • Contact the Cluster Director in	• Review PowerSchool logs to determine if the behavior is systematic /re-occurring • Communicate and work with the Special Ed. Case Carrier and/or SEPA • Review the student's IEP (BSP and accommodations) • Plan IEP meeting follow up (revise BSP) • Hold IEP Suspension Meeting • Hold an MD meeting

Harassment/Bullying - o sexual harassment - o Hateful racial or homophobic slurs - o Severe social media/cyber-bullying - o Habitual level 2 harassment • Verbal or physical threats of violence - Instigating physical violence • Engaged in physical altercation, used force/violence • Gang threats or instigation • Theft	• Involving law enforcement • In-school suspension • Out-of-school suspension • DRB/Discipline Review Panel (DRP)-Expulsion	• Prepare DRB documents/convene DRB • Convene conflict mediation upon the student's return • Hold a post-suspension intake meeting • Complete the necessary DRP paperwork	• Consult with the School Psych for possible interventions/follow-up
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Classroom Discipline Cycle

There are some circumstances where behaviors are more subject to interpretation. In these cases, the student should first receive a warning and a directive to correct their behavior. If the student fails to promptly correct the behavior, they can receive a demerit and on a one on one conference outside of the classroom. If the behavior persists, the student should be referred to School Culture Associate or Student Support Specialist where parents will be notified and expectations are reviewed. This process is referred to as the Classroom Discipline Cycle. *The Classroom Discipline Cycle*

Teachers should utilize the Classroom Discipline Cycle when individual students or small groups of students are displaying any of the behaviors described under Tier 1 in the Discipline Framework above.

Student Behavior Contracts

When a student commits a Tier 2 or Tier 3 infraction, a Student Agreement or Conduct Plan will be put in place by the Student Support Specialist or Administrator in order to establish a combination of interventions, limitations, and accountability that will restore harm, prevent repeated occurrences of the misbehavior, and teach the student healthy and safe replacement behaviors. The Student Agreement or Conduct Plan will be set up by the SSS or Administrator and reviewed with the student and their family in a Student Agreement or Conduct Plan meeting. The interventions will be completed by the student during the School Wide Restorative Conferences during the lunch hour, though the student will also have digital access to their interventions at home as well. When the student has met all benchmarks established in their Conduct Plan, completed all interventions, and has not violated the contract with additional Tier 3 infractions, a Conduct Plan Review meeting will be put in place to determine if the student is ready to promote from their Conduct Plan or have it continued and revised. This process typically takes about a month for a student to complete, but is only contingent upon the student's successful completion of all interventions and benchmarks established in their contract.

School Wide Restorative Conferences Procedure

Students may receive a school wide restorative conference for moderate and severe behaviors as defined by the Discipline Framework above. The schoolwide restorative reset conference will be held daily during the lunch recreation time. Students are expected to report to the lunch conference room at the beginning of their lunch. Students will engage in the interventions assigned to them as part of their behavior contract each day until they complete all interventions in their contract. .

Restorative Reset

A student can receive a restorative reset if they commit a Tier 3 infraction as referenced in the Discipline Framework / Behavior Matrix above. A Restorative Reset will be implemented during the school day in an alternate space outside the classroom. The student will be in conference with Administrators, Student Support Team members, and Wellness Team members in order to work through various interventions connected to the incident and as part of their behavior contract. A restorative reset may be implemented before or after a Discipline Review Board is held regarding the incident.

Merits

Teachers should award positive points anytime a student displays a “merit worthy” behavior. “Merit worthy” behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of “Merit Worthy” Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Ultimately, there are no restrictions on when students can earn merits in DeansList or what students can earn points for. However, in order to ensure that teachers can consistently and effectively implement the system, there are some suggested guidelines for when to award positive merits in DeansList

1. Year round, teachers primarily award positive points for the academic behaviors listed under “preparing for college”, as they are most likely to observe these behaviors in their classrooms, during instruction.
2. Each month, leadership teams choose a TITAN VALUE behavior for their staff to prioritize looking for and celebrating with positive points, in addition to the academic behaviors.

Redeeming Points

The Student Store events occur twice a month. Students have an opportunity to redeem their positive points to “purchase” prizes from the Titan Store.

Joy Factor Events Eligibility Criteria

The event's eligibility cycle is a two week cycle. Students must meet the criteria within a two week period in order to be eligible for the Joy Factor events the following two week period. Examples of Joy Factor events include grade level field trips, school dances, advisory activities, and club days.

- Students must have no more than 2 unexcused absences within a 2 week cycle
- Students must have no more than 2 referrals (negative behavioral logs) within a 2 week cycle
- Students must have no more than 5 demerits within a 2 week cycle
- Students must have no more than 2 uniform violations within a 2 week cycle
- Students must not be on a Conduct Plan

Positive points and rewards include but are not limited to:

- Build-your-own nachos bar
- Build-your-own sundae bar
- Ice Cream/Popsicle social
- Snow cone social
- Front of the lunch line pass
- Early dismissal to lunch pass
- Jeans day
- Free dress day
- DJ at lunch
- Pizza party
- Movie night
- Discounted or free tickets to school events
- School gear

Localized Policies

C. 5.0 Policy: Personal Property

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;
- explicit material;
- tear gas (e.g., pepper spray)
- Controlled substances
- Drug paraphernalia
- ammunition; and
- any item listed in the “Matrix for Suspension/Expulsion Recommendations” (see Green Dot Policy C. 3.0, Discipline).

Cell Phones

Cell phones (including smartphones, walkie-talkies, pagers, air pods or any electronic signaling device) must remain turned off and out of sight (i.e., in a student’s backpack and not in pants/shorts pockets) during school hours at the school site or while under the school’s supervision and control,. If a student violates such policy:

- Cell phones are off and out of sight at all times.
- Students who are using cell phones (charging cell phones, texting, talking on phone, checking time, scrolling social media, posting on social media) will have their phone confiscated until the end of the day.
- The first time the phone is taken, a student is allowed to pick up their phone at the end of the day.
- The second time the phone is taken, the parent or guardian will need to pick up the phone afterschool.
- The third time the phone is taken, the parent must pick up the phone and the student will go on an electronics agreement.

However, a student shall not be considered in violation of the above policy under any of the following circumstances:

- in the case of an emergency, or in response to a perceived threat of danger; or
- when the school’s teacher or administrator grants permission to the student to possess or use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator; or
- 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; or
- when the possession or use of a cell phone is required in a student’s individualized education program.

Lost, Stolen, Or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

Lost and Found

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or afterschool to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis.

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Localized Policies

G. 7.0 Policy: Uniform Requirements

Green Dot's uniform requirements are maintained and enforced to provide students with a safe and collegial environment aligned to Green Dot's mission. Although each school may modify school colors as needed for school safety, students must adhere to the requirements below at all times.

A student has the right to dress in a manner consistent with the student's gender identity subject to any dress code adopted on a school site.

Uniform Dress Code Guidelines

It is the goal of Ánimo James B. Taylor to create a safe, orderly, and academically focused environment. Research shows that when combined with other appropriate measures, dress code policies have a positive impact on school climate, student behavior and academic success.

Tops: Only **plain** black **polo-style** collared-shirts (unless it has the AJBT logo or GD / Expanded Learning logo) are to be worn at school. Polo shirts may be long or short sleeved. Shirts should fit students appropriately. Only white, black, or gray undershirts may be worn beneath a uniform shirt. Only black, white, or gray sweatshirts (outerwear) are allowed to be worn.

Students may wear **plain solid black, white, or gray** sweaters/ sweatshirts, V-neck pullovers, crew-neck pullovers or cardigans over uniform shirts if necessary. Sweater/ sweatshirt should fit student appropriately. The only approved logo, emblem or lettering is that of Ánimo James B. Taylor.

Bottoms: Only **plain khaki** trouser-style (khaki color and material) pants, shorts, or skirts or **plainsolid black pants** are to be worn at school. Sweatpants, leggings, or joggers are not allowed. Pants are to be worn at least ankle length but not touching the ground. Pants, shorts and skirts must be sized to fit and worn at the waist. Shorts and skirts must be no more than three inches above the knee.

Shoes: Only **white, black, or gray** dress shoes or tennis shoes are preferred but not mandatory. All footwear must have closed toes and closed heels. No house shoes, slippers, crocs or sandals of any kind are allowed.

Accessories: **No** hats are allowed on campus. Solid black, white or gray hoodies/beanies may be worn inside of the school building unless it becomes a distraction/safety issue to the classroom environment (ex: student is using hoodie or beanie to cover up airpods. In this case they will be asked to remove the beanie/hoodie). Hoodies/Beanies are allowed at the schools discretion and can be asked to be removed at any time. Students may wear ribbons, rubber bands, barrettes, or headbands.

Belts must be solid white, black, or gray, standard width and worn properly at waist level. Belts and belt buckles may not have logos, studs, chains or initials.

Symbols: Symbols, either sewn or pinned onto clothes, backpacks or jewelry, may not display any messages of intolerance, weapons, gang, drug or sexual references. Such symbols will not be tolerated on any school materials or supplies.

We must establish the integrity of our dress code. **A student who is not in uniform will be given opportunities to correct his/ her attire, including using “loaner clothing” if it is available. Students who fail to return the loaner clothing at the end of the day will have their student accounts charged the cost of the clothing.** Nonetheless, the student should expect disciplinary action consistent with our progressive discipline policy. A phone call home may be made on the first offense for any student who fails to comply with the dress code. A family member may be asked to come to school with a change of clothes, and students may receive detention and/or in-school suspension.

Casual / Free Dress Code

The Casual Dress/ Free Dress Code is to be followed at any time that students are not required to wear uniforms unless more specific directions regarding dress are given. Such times include informal school dances and “free dress” days. The principal authorizes and approves all such days. These days may celebrate various holidays or themes, but the following rules always apply:

- Students are permitted to wear casual pants and shorts, including clean and un-torn jeans.
- Students are permitted to wear tee-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, violence, offensive activities, intolerance messages, etc.
- “Double meaning” and gang affiliated symbolism is not permitted.

- Students may not wear, at any time, clothing that reveals the midriff (stomach/waist) or crop tops.
- Students may not wear tank tops or sleeveless attire.
- Students may not wear skirts or shorts if they are shorter than the uniform skirts or shorts (knee-length).
- Students may not wear sandals/ open-toe shoes or crocs.
- Students may not wear caps or hats at any time.
- Symbols, either sewn or pinned onto clothes, backpacks or jewelry, may not display any intolerance messages, gang, drug or sexual references.
- Students suspected of dressing in gang-affiliated colors will be directed to change or asked to leave campus at administrative discretion.

Students will earn free dress privileges as designated by each school.

Clothing for Dances

The Casual Dress Day guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Formal dresses must be mid- thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxes, suits, or dress pants with a suit coat. A long sleeve collared dress shirt with a tie must at least be worn. Dress pants must be long. No cut-offs, shorts, or sweat suits. If a student is not dressed in appropriate formal dance attire, the student will be sent home and no refunds will be given.

Student Identification Card Policy

Student ID cards will be issued when school pictures are taken in the fall. They will be distributed to students at no cost.

2026-27 Student Policy Manual Signature Page

This Student Policy Manual contains important information about Animo James B. Taylor Charter Middle School and Green Dot Public Schools California. My signature below hereby certifies that:

- I have read this Student Policy Manual, and I understand my rights and responsibilities described in the policies herein;
- I understand that I should contact the school office or Principal regarding any questions I have that are not answered in this Student Policy Manual; and
- I understand that the policies described in this Student Policy Manual may change at any time.

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Green Dot
Public **schools**



GDPS

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