

School Handbook



2018-2019

Larchmont Charter School

www.larchmontcharter.org

Fairfax

TK-4

1265 N. Fairfax Avenue
West Hollywood, CA 90046
(323) 656-6418

Hollygrove

TK-4

815 N. El Centro Avenue
Los Angeles, CA 90038
(323) 836-0860

Selma

5-6

6611 Selma Avenue
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La Fayette Park

7-12

2801 W 6th Street
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Network Office

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Overview and Introduction

LARCHMONT CHARTER SCHOOL Est. 2005

Welcome to Larchmont Charter School (“LCS” or “Charter School”). On February 8, 2005 the LAUSD Board of Education unanimously approved Larchmont Charter School's K-6 charter petition. Our school opened its doors in the fall of 2005 with 140 children in grades K-2, and has grown by one grade each year. In 2013, Larchmont Charter School-West Hollywood merged with Larchmont Charter School to become one school. Since then, we have renewed and amended our charter to include grades K-12. In 2015 we had students enrolled in grades K-12, and we were excited to have our first graduating class of seniors in the spring of 2016!

LCS is a parent-initiated, tuition-free and non-sectarian public school. It offers a project-based, inquiry-based, experienced-centered curriculum to serve the culturally rich and diverse populations in Los Angeles. By law, admission is determined by lottery, which is open to all children in California with priority given to siblings, students of founding parents, students whose families qualify for the Federal Free and Reduced Price Lunch Program, and students residing within LAUSD boundaries.

Mission Statement

“The mission of Larchmont Charter School is to provide a culturally, racially and socio-economically diverse group of students with a neighborhood public school where they learn with and from each other in an experience-centered, inquiry-based environment. We foster creativity and social responsibility, and empower students to excel academically – guiding them along a path to improve the world they inhabit.”

Larchmont Charter Vision

We seek to establish a diverse neighborhood school that is creative, academically challenging and emotionally nurturing. LCS embraces and celebrates the diversity of languages and cultures in our urban environment while retaining the close-knit feel of a neighborhood school. As a parent-initiated school, LCS provides opportunities for parents to be actively involved in the educational development of their children – as well as a safe and supportive environment for family education and parenting so our community can come together to learn and grow.

Our Beliefs—Preparing for the 21st Century

Embedded throughout our educational program are our School-wide Learning Outcomes (SLOs), which embody what we believe are necessary skills for student success in school and beyond. We believe an educated person in the 21st century is one who:

Communicates effectively:

by writing clearly,
by listening and hearing others,
by expressing one self honestly and respectfully, through many artistic frameworks.

Seeks to understand:

by formulating questions,
by pursuing answers,
by reading critically and thoughtfully,
as a reflective learner,

the perspectives of a world community of culture.

Demonstrates Respect:

for other students,
for one self,
for teachers,
for school materials,
for the school site,
for one's family and community,
about the environment, living beings, and
the earth's limited resources.

Takes responsibility:

for one's actions,
for one's words,
for one's learning,
for one another,
for one's healthy body and mind.

Perseveres:

when problems cannot be solved readily,
when faced with criticism and
disappointment,
to work through struggles and setbacks,
by attempting trials: examining errors, trying
harder, differently, and then trying again.

Glossary - Helpful Educational and Charter Terms

Charter School: A public school that is freed from some of the rules and regulations required of traditional public schools, and held accountable for student achievement.

Clusters: Two or more classes grouped together.

Collaboration: Educators work actively together to achieve shared goals in the areas of curriculum, instruction, and professional strategies.

Constructivism: A theory of learning around which LCS designs its curriculum and instructional approach.

SLOs: School-wide Learner Outcomes, formally the Expected School-wide Learning Results (ESLRs): what we expect of an LCS graduate.

Experience-centered: Students are actively involved in the learning process. This may include hands-on and small group work. The work is meaningful and reflects the life experience and prior knowledge of the students.

Inquiry-based: Students involved in inquiry-based learning formulate and revise their ideas as new experiences change prior knowledge.

Project-based learning: Is a large curricular unit that is guided by an overarching theme and integrated throughout many disciplines. The classroom environment is an important "second teacher" as are environments and resources from outside the classroom. The focus of project-based learning is on the process of learning, not an "end product," although artifacts may be created through the process of learning.

Stakeholder: A stakeholder is an individual or group that is invested in the success of the school and mission, each functioning within their role. At LCS, our stakeholders include:

- Parents and Community: Parents and community members support LCS students and the school's mission through volunteering, learning about educational issues, providing a home environment that contributes to students' academic success, and voicing concerns or questions in productive ways according to Board-established protocol.
- Board of Directors: The BOD is the body responsible for the fiscal security of the school to assure its longevity and quality and the oversight to make sure the mission of the

school drives decision-making. The BOD hires and oversees the key school administrators who run the day-to-day operations of the school.

- **Faculty and Staff:** The school faculty and staff are responsible for making educational decisions at the school. Staff works closely with parents to create support for student achievement and social/emotional development of all children.

Standards-based: The given set of standards (from a school district, state or national academic agency) that form the basis for curriculum development. Standards-based instruction is compatible with many teaching methodologies. LCS is held accountable to the California Common Core State Standards.

Whole child/holistic approach: An “educated person” encompasses many skill sets and children need the means to express learning in a variety of ways. LCS believes in educating the “whole child” by providing a range of interesting activities so that students can become passionate and skilled learners in many different disciplines (social, emotional, academic, artistic, and physical.)

Our Community

LCS was built with the energy of parents, educators and the community – bringing together local businesses, city leaders, LA City Council members, community groups, long-time residents and parents with experienced educators to create a school that has both a grass-roots spirit and the education establishment’s knowledge and experience. The participation of families and the surrounding community is critical in meeting the needs of the whole child.

Elementary All-School Sing. Each of our elementary school communities joins together to celebrate through an All-School Sing. Parents and families are welcome to join. This tradition was established in 2005 and honors our commitment to engage families, as well as to offer an opportunity for students across all grades to sing their favorite songs from music enrichment classes. Days and times vary by campus.

5th/6th & 7th/8th Assembly. Our 5th/6th and 7th/8th communities each come together for a student-led assembly at their sites. Parents and families are welcome to join. This is an opportunity for our student council to engage its peers in community building activities, along with sharing exciting events and information about the academic and extra curricular programs. Days and times vary by campus.

Other Community Events. Our faculty, staff and parent volunteers will reach out to the larger school community to elicit family participation and support for a variety of school events and volunteer opportunities that take place on our individual campuses, as well as school-wide. More information on how to get involved is mentioned in the “Parent Participation” section.

Larchmont Charter Schools Board Members

Ali Baird, Chair

Marriage and Family Therapist Intern

Jessee Noonan, Vice Chair

Chief Academic Officer for Youth Policy Institute (YPI)

Jeremy George, Treasurer

Partner with PricewaterhouseCoopers LLP

Frances Hoge, Secretary

Corporate Strategist

Dena Bloomgarden Stein, Member

Director of Leadership Consultation Services for Mental Health America of Los Angeles

Heather Boylston, Member

President of The Duffy Co.

Lara Goldstone, Member

Lead Curriculum Specialist for Green Dot Public Schools

Joshua Groban, Member

Senior Advisor to the Governor of California

Steven Ho, Member

Co-founder of Plush Home, Inc., and Stunt Coordinator

Ben Howell, Member

General Counsel for Caruso

Gabi Loeb, Member

Chief Financial Officer of NationBuilder

Mario J Perez, Member

Director of Division of HIV & STD Programs with County of Los Angeles

Sheryl Rosenberg, Member

Attorney for Clyde & Co US LLP

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Financial Analyst for Pacific Charter School Development

Robin Zucker, Member

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School Calendar

Larchmont Charter School 2018-2019 School Year Calendar-Final

Legend	
Pupil Free Day (No Students)	First/Last Day of Instruction
Non-School Day	Holiday
Wednesdays-Early Release Day	Staff Development Day-No School
5-12 Quarter End	TK-4 Minimum Day Only
5-12 Semester End	5-12 Minimum Day Only
TK-4 Trimester End	TK-12 Minimum Day Only

August 7-8	New Teacher Onboarding
August 9-20	Staff Development Days
August 21	Pupil Free Day (No Students)
August 22	First Day of Instruction
August 22-31	TK/K Minimum Days Only
September 3	Labor Day
September 10 & 19	Non-School Day
October 25	5-12 Quarter End
October 29-31, November 2	5-12 Parent Conferences
November 1	Staff Development Day
November 12	Veterans' Day
November 19-23	Thanksgiving Break
November 26	TK-4 Trimester End
December 13-19	TK-4 Parent Conferences
December 20-January 4	Winter Break
January 15	5-12 Semester End
January 21	Martin Luther King Jr. Day
January 30	Staff Development Day
February 18	Presidents' Day
March 7	TK-4 Trimester End
March 13	Staff Development Day
March 20	5-12 Quarter End
April 1-5	TK-12 Parent Conferences
April 8-19	Spring Break
May 27	Memorial Day
June 14	TK-4 Trimester/5-12 Semester End
June 14	Last Day of Instruction/Early Release
June 17	Pupil Free Day (No Students)

August 2018						
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September 2018						
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April 2019						
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June 2019						
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Hollygrove	323-836-0860
Selma	323-871-4000
Lafayette Park	213-867-6300
Network	323-380-7893
www.larchmontcharter.org	

Educational Program

Constructivism: What is Constructivism?

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

Constructivism is:

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

Constructivism is NOT:

- a curriculum
- project-based learning...although projects generally offer varied opportunities that fit into a constructivist program!
- a limitation on instructional methodologies

At the Elementary level, constructivism generally looks very active. There are some opportunities for quiet focused learning mixed with many opportunities for partner work, small groups, and large groups. Students are frequently engaged with manipulatives – objects that can be touched and handled to make abstract concepts more concrete. Students think about real life circumstances in order to apply conceptual learning to complex situations. Children engage with information that is visual, graphic, auditory, tactile; they demonstrate their ideas and understanding through writing, drawing, acting, singing, conversing, debating, building, hypothesizing, testing, sharing, and exploring. There is no single lesson that embodies a “constructivist” approach – instead, a rich array of lessons and opportunities creates a constructivist program that supports a broad array of learning styles.

At the Middle and High School level, constructivism looks like students writing for real audiences and on topics about which they are passionate; debating ideas; grappling to make meaning of complex texts; engaging in scientific investigations and forming conclusions based on their findings; applying mathematics to solve real-world problems; using technology to communicate ideas; engaging in service learning to extend learning beyond the school walls; and going through a process of drafting work that includes practicing skills, applying them to meaningful projects, reflecting on feedback from peers and teachers, and revising the work before presenting it to a real world audience.

Instructional Framework

Project Based Learning

The content of the yearly curriculum will be based upon the California Common Core State Standards and structured through the Signature Project. This overarching project will set the theme for the year through the principles of eco-literacy and social justice, providing a meaningful structure through which to learn the standards in Social Studies, Science,

Language Arts, Mathematics, World Languages, Physical Education, and the Visual/Performing Arts.

Signature Projects

Signature Projects will consist of multiple smaller units and lessons, connected through their thematic consistency and focus through which students learn the standards in Science and the Social Sciences. A Signature Project will consist of two approaches to teaching and learning: Content/skill-based lessons will be provided in which children create a knowledge base and develop the academic skills to utilize that knowledge. Action-based lessons will be provided in which children become active agents in life-based activities in order to learn how to put their knowledge to work.

Signature projects are continually assessed and revitalized. Faculty and staff take part annually in a process of self-assessment in which the content, design and implementation of the Signature Project at each grade level is examined and improved. LCS faculty and administration validation that the Signature Project at every grade level is:

- Academically interdisciplinary approach
- Standards-based and grade level appropriate
- Based upon the concepts and theories of eco-literacy & social justice
- Action oriented
- Using a constructivist approach to learning

Junior/Senior Hallmark Program

In 11th grade, students take the Junior Research Seminar course in preparation for the 12th grade Senior Seminar where they complete their Senior Hallmark Project. The Senior Seminar exposes students to the practice of conducting college level research, refining college essay, preparing for college entrance exam and receive college counseling.. The Senior Project includes an extensive and well-researched thesis, oral presentation and an action research component focused on an area of each student's interest. The Hallmark Project is a graduation requirement unique to Larchmont Charter School.

Homework

We believe that the purpose of homework is to 1) build bridges between home and school that help children make meaningful mental connections between their own life experiences and the learning taking place at school, 2) keep parents involved in the daily learning of their children and clarify the content of schoolwork throughout the year, and 3) to review and reinforce skills and concepts being studied at school through meaningful practice and activity.

- In the K-1 cluster, we expect children to spend approximately 10-15 minutes per night working on homework. In Kindergarten, homework time will include parent participation. In first grade, children will be growing toward increasing independence in the homework process.
- In the 2-4 cluster, we expect children to spend approximately 15-30 minutes per night working on homework.
- In the 5-6 cluster, we expect children to spend approximately 50-60 minutes per night working on homework. They will grow toward increasing responsibility for longer term planning and organization.

- In the 7-8 cluster, there is a combination of daily and long-term assignments and projects across the curriculum. Teachers focus on accountability, independence, responsibility, and integrity in work.
- In the high school, students prepare for graduation and the college application process. Faculty require both daily and long-term assignments as well as projects across the curriculum. Juniors complete a Junior Research Seminar in preparation for their Senior Hallmark Project - which is required for graduation from Larchmont Charter School.

In addition to daily homework, we ask that every family in the primary cluster engage in 15 minutes per night of reading activities. This might include allowing your child to read independently/silently, reading aloud to your child, helping your child to read at his/her appropriate level, listening to your child read, or even playing a game with a reading component. Middle school students should engage in at least 20-30 minutes of reading each night. All high school students should be reading either novels or periodicals on a daily basis, in addition to their assigned texts.

Math Placement Policy

The California Mathematics Placement Act requires that local educational agencies adopt a fair, objective, and transparent mathematics placement policy. The policy must systematically take multiple objective academic measures of pupil performance into consideration, include at least one placement checkpoint within the 1st month of the school year, examine aggregate pupil placement data, and offer clear and timely resources for pupils.

A copy of the LCS math placement policy can be found in the main office and the LCS website.

Special Learners

Students With Disabilities And Special Education

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

Parents of students at Larchmont who suspect their child may have a disability and may need special education services and who have questions about Larchmont's Special Education Program, should contact the Director of Student Support Services for Larchmont Schools, 444 N. Larchmont Blvd. #207, Los Angeles, CA 90004, (323) 380-7893.

Students With Disabilities Under Section 504

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

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

For more information, contact the Director of Student Support Services for Larchmont Schools, 444 N. Larchmont Blvd. #207, Los Angeles, CA 90004, (323) 380-7893.

Gifted Policy and Process

At Larchmont Charter School, we believe that all of our children are special and bring to school unique talents and abilities. It is our role as educators to develop these strengths in your children. We use a wide variety of assessments and tools to inform our approach with our students. As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. Therefore, we will not offer children any additional educational opportunities that are designated as "gifted" programs at LCS as our instructional program is already differentiated to meet a wide range of needs for all learners.

We understand however that there may be opportunities outside of Larchmont Charter School that families would like their children to access which are available only with the designation of "gifted" (e.g. entry into gifted magnet schools). To this end, Larchmont Charter is offering three opportunities to seek the designation of "gifted": first, in the fourth grade, when students who score at the 99th percentile on an ability test, will be referred for testing by an LAUSD recognized official for "Gifted in the Intellectual Category". Additionally, in the fifth through ninth grades, students who qualify through their CAASPP scores can be officially verified as "Gifted in the High Achievement Category" if they score at or above the 95th percentile on both Math and English portions of the CAASPP for 2 consecutive years. Finally, in the sixth through ninth grades, students who qualify through their CAASPP scores can officially verified as "Gifted in the Specific Academic Ability Category" if they score at or

above the 95th percentile on either Math or English portion of the CAASPP for 3 consecutive years.

- In grade 4, students who score at the 99th percentile on an ability test will be referred for district testing for the “Gifted in the Intellectual Category” designation. We cannot test for this designation at Larchmont; it must be done by an LAUSD certified official.
 - The ability test will be administered by October 1st.
 - Students who score at the 99th percentile of the ability test will be referred to LAUSD for evaluation for the “Gifted in the Intellectual Category” in November.
 - The “Gifted in the Intellectual Category” testing can only be taken one time.

- In 5th - 9th grade, students can automatically qualify based on California Assessment of Student Performance and Progress (CAASPP) scores of 95th percentile or above according to the “Gifted in the High Achievement Category”. This can only begin in the fall of 5th grade since it requires test scores for 2 consecutive years and CAASPP tests are not given until the end of 3rd grade.
 - Student scoring at the 95th percentile or above on both Math and English portions of the CAASPP for 2 years will be designated as “Gifted in the High Achievement Category”.

- In 6th - 9th grade, students can automatically qualify based on California Assessment of Student Performance and Progress (CAASPP) scores of 95th percentile or above according to the “Gifted in the Specific Academic Ability Category”. This can only begin in the fall of 6th grade since it requires test scores for 3 consecutive years and CAASPP tests are not given until the end of 3rd grade.
 - Students scoring at the 95th percentile or above on either Math or English portion of the CAASPP for 3 consecutive years will be designated as “Gifted in the Specific Academic Category”.

By this policy, we will offer every child at least three opportunities to seek the designation of “gifted.” This opportunity will be offered to any qualifying student free of charge, however we welcome any contribution to cover the significant expense that this will bring to our budget.

Again, we will not offer children any different programs within Larchmont Charter School as a function of being labeled as “gifted.” Larchmont Charter School is an inclusive learning environment, and “gifted” designation will be used to ensure teachers have pertinent information so that they can provide appropriate educational experiences to students who are gifted.

ELD

LCS provides support incorporating English Language Development (ELD) to help students learn English and utilizes Specially Designed Academic Instruction in English (SDAIE) to help students master the state academic content standards. Larchmont Charter School currently

provides the following basic instructional services to students identified as English Learners (EL's).

- Structured English Immersion (SEI): EL students who have been assessed on the initial ELPAC and found to be at "less than reasonable levels of fluency in English" receive daily integrated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Support for EL students will be guided by the California Common Core State Standards for ELD.
- English Language Mainstream (ELM): EL students who have been assessed on the ELPAC and have found to be at "reasonable levels of fluency in English" receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program.

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

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The ELPAC will be aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level

Enrichments/Electives

At Larchmont, our constructivist approach focuses on children's natural and varied approaches to learning and understanding. We recognize that students "construct their own understanding" through various activities and experiences. Thus, a rich assortment of learning experiences not only exposes children to new skills and opportunities, but supports learning in the core academic areas as well. In addition to a breadth of enrichment classes at every grade level, enrichment teachers also co-teach periodically throughout the week in core academic classrooms to support the integration of various learning styles throughout the curriculum.

In TK-4th, students can take part in a variety of enrichment classes like music, art, physical education, gardening/cooking, and improvisation classes.

In 5th and 6th grades students at Selma participate in Physical Education and Spanish weekly. Additionally they have weekly classes in Theater, Art, Music and an Edible School Yard rotation in garden or cooking. These electives stretch student thinking by offering various perspectives and providing opportunities for students to express understanding in multiple modalities.

In 7th-8th, students continue with physical education and have access to Spanish elective classes. In addition, an elective program begins which allows students to select their own classes for two periods a week. Electives last for a trimester each, thus allowing students to sample different elective classes each year. Our goal is to allow students a chance to dive deeply into areas of interest or explore new and unknown skills and talents as they plan for their elective path through the high school years. Electives in middle school have historically included a wide variety of visual and performing arts, yoga, running, computer programming, creative writing, photography, cooking, gardening, Fantasy Football, academic support, and much more.

In 9th-12th, students have the opportunity to move through A-G approved (college prep) elective classes in music, chorus, theater, dance, Spanish, and the Humanities. Additional strands will be added as the school grows. The daily schedule includes an Advising and Activity period, where teachers hold office hours, academic advising takes place and student clubs meet. Current students have taken the initiative to secure faculty advisors and found clubs that match their interests, such as the Economics, Drama, Dance Mentorship and Volunteer Clubs as well as cultural and athletics clubs. In addition, our Student Leadership meet during this time. This time is also utilized for faculty office hours and tutorials which students can take advantage of when they feel they need additional help with classes. Study hall and quiet reading spaces are also available. This period also provides an opportunity for students to make decisions about how to engage their interests and utilize the academic supports available to them on a daily.

Assessments

Why do we assess learning?

At Larchmont Charter School, assessments are used to help identify individual students needs and used as a tool to enhance both the student's learning and the teacher's understanding of student's progress. Types of assessments include paper tests, essays, rubric scored projects, oral assessments, and artistic rendering.

How do we inform families?

We approach assessment through a constructivist framework which uses a variety of formats and opportunities for students to share their learning and personal styles. We will share information with families through individualized student conferences, discussions, and progress reports.

Parents may excuse their child from any or all parts of any assessment by submitting an exemption request, in writing, to the school.

Standardized Testing

The assessments that comprise the California Assessment of Student Performance and Progress (CAASPP) administration are computer-based assessments. The computer-based assessments are the Smarter Balanced English language arts/literacy (ELA) and mathematics tests, which are administered to 3rd-8th and 11th graders and the Science test are administered to grades 5, 8 and one grade level in high school.

Testing: Notwithstanding any other provision of law, a parent's or guardian's written request to the School Leader to excuse his or her child from any or all parts of this state assessment shall be granted.

After School Program (ASP)

After School Program strives to enrich school culture by empowering youth, engaging parents, administrators, and the community. Participants in the program will receive academic assistance and participate in various enrichment and recreation activities. Our goal is to support student success through activities during the After School Program. In addition, the After School Program promises to provide a safe and fun learning environment for our students.

Larchmont Charter School runs ASP on campuses serving K-6th grade.

After school is offered Monday through Friday, immediately upon dismissal time. We ask parents to pre-pay for their child's anticipated ASP attendance. Cash and check payment can be submitted into the school deposit box. Online credit card and check payments can be submitted through e-Funds (<https://eps.mvpbanking.com/cgi-bin/efs/login.pl?access=56080>).

Each campus has a Site Coordinator and Assistants who oversee the students' care and includes a nutritious snack, enrichment classes, recreation/sports, homework club, relaxation time and special projects. Students enrolled in the program can also enroll in a variety of enrichment classes or clubs depending on their campus and grade level. Details and registration for Enrichment classes and clubs are distributed via the school newsletter and also posted in each campus website page.

In addition, enrichment classes are offered three times a year during after school for additional cost. Previous classes have included cooking, yoga/meditation, drum circle, dance, chess, cooking, fitness, photography, Lego animation/Minecraft, Mad Science and many more. FREE and reduced enrichment classes will be available to eligible families via lottery and/or at low cost. All policies explained regarding the After School Program also pertain to enrichment classes. Families who owe a balance on school lunch will not be able to register for enrichment classes.

All children receive a healthy snack at the start of the program. If your child has an allergy to a certain food, be sure that information is provided to the LCS main office. Please do not send your child with sweets or junk food. We offer healthy food during the program, including during celebrations. Sweets and junk food will be taken away.

Participation in the Program is a privilege.

- 1) Be safe,
- 2) Be respectful,
- 3) Be responsible
- 4) Have fun.

Disruptive or disrespectful behavior toward other students or program staff can result in a dismissal from the program and/or enrichment classes. Acts of violence toward

another student/staff will not be tolerated. The After School Program has the right to suspend or expel a student from the program due to inappropriate behavior or a lack of compliance to handbook policies.

Technology Use Policy

Computers will be available to students throughout the campus. The Internet provides an excellent means for learning, researching, and communicating. Using the Internet is for educational purposes only and will be closely monitored by adults.

Lunch and Nutrition

A hot lunch is offered at each campus and will cost \$5.10 per meal. Families can pre-order/pre-pay lunch orders using the e-Funds system at <https://eps.mvpbanking.com/cgi-bin/efs/login.pl?access=56080>. Milk and water will be provided.

Every child will also have an opportunity to bring a nutritious snack. Children may also bring water to school. Drinks and snacks that are high in sugar are not encouraged. For health reasons, such as allergic conditions, children should never share food at school.

Free and Reduced Price Meals

The Charter School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the main office and offered to all families. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Field Trips

For each field trip scheduled, the teacher will send home a note requesting your permission and providing specific information pertaining to the trip. Note: Usually a limited amount of parents will accompany each class. We request that parents not take it upon themselves to appear at field trip destinations unless previously arranged by the teacher.

High School Educational Program

Larchmont Charter School's High School Program rigorously prepares students for college while continuing to foster the love of learning and creative processes that are the hallmarks of our elementary and middle school programs. All students receive high level, college preparatory humanities, mathematics, and science instruction and learn how to creatively utilize what they learn to positively affect the world around them. Students also have access to engaging electives, including leadership and arts opportunities, which help them continue to grow as well-rounded, successful persons who are also able to gain entrance to the college and career path of their choice.

College Preparatory Curriculum

Larchmont's high school curriculum is designed to meet and exceed the college admission requirements of top universities and colleges. Core content area courses and most electives satisfy A-G course requirements for admission to schools within the University of California and California State University systems, along with other highly selective universities. Advanced

Placement courses are also available including World History, US History, Government, AB and BC Calculus, Environmental Science, English Language and Literature, and Biology. In addition, all juniors complete the Junior Research Seminar, which prepares them to conduct college-level research as well as their Senior Hallmark Projects, required for graduation.

College and Career Counseling

Integral to the high school program are the Director of Student Affairs & School Counselor, who works with the administrative team to ensure all core academic courses are College Board/University of California approved and meet the A-G requirements and that our Advanced Placement program is fully implemented. As students progress through high school, the Director of Student Affairs & School Counselor will continue to serve as a counseling resource to students as they make decisions about where they want to attend college, complete the college application process, and apply for financial aid.

Academic Dishonesty

Academic dishonesty is defined as any form of plagiarism, fabrication of sources or information, cheating, and /or deception.

Consequences:

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

Graduation Requirements

High School Graduation Requirements		College Admission Course Requirements
<ul style="list-style-type: none"> ● 230 Credits (Class of 2017 and onward) ● 220 Credits (Class of 2016) <ul style="list-style-type: none"> ○ 65 Credits: Sophomore Standing ○ 130 Credits: Junior Standing ○ 195 Credits: Senior Standing ● Senior Project ● 100 Community Service Hours 	Social Science 4 Years	Subject A: Social Science 2 Years
	English Language Arts 4 Years	Subject B: English 4 Years
	Math 3 years	Subject C: Math 3 Years 4 Years Recommended
	Lab Science 3 Years	Subject D: Lab Science 2 Years 3 Years Recommended
	Modern Languages 2 Years	Subject E: Foreign Language 2 Years (same language) 3 Years Recommended
	Visual and Performing Arts 2 Years	Subject F: Visual and Performing Arts 1 Full Year Course
	Physical Education 2 Years	Subject G: Elective 1 Year Satisfied by completing a year beyond required college prep coursework
	Technology 1 Year	Additional Requirements: SAT/ACT Extracurricular Activities
	Junior and Senior Seminar	

LCS Campus Life

Picking Student Up Early From School

Students should not be picked up early within the last 30 minutes of school, unless it's an emergency. Please plan ahead when scheduling appointments and planning early pick-ups.

Lunch and Nutrition

As mentioned earlier in the handbook, LCS offers hot lunch to students. If lunch and/or snacks that are brought from home, ensure that they are healthy.

No food deliveries are allowed that are either initiated by parent or student.

Personal Electronics and Non-School Related Property

Personal items of value (cell phones, handheld devices, tablets, cameras, electronic games, and laptops, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel.

Larchmont Charter School is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, computers, headphones, etc.

Campus life on each of our sites is slightly unique. Each school site will share their specific information regarding but limited to the following:

- **Visitors to Campus**
- **Student Hours**
- **Office Hours**
- **Morning Sing/Assemblies**
- **Carpool, Drop-off, and Pick-up**
- **Community Awareness**
- **Leaving Campus**
- **Going Home with Friends After School**
- **Lost and Found**
- **Dress Code**
- **Birthdays**

Enrollment and Attendance

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

Nondiscrimination Statement

Larchmont Charter School ("LCS") does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression,

nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

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

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

Enrollment Process

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

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

Attendance Policy

Please note, state funds are based on attendance. The school loses funding if a student is absent from school for any reason.

At Larchmont Charter School, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly is not only detrimental to a student's learning, but can create poor learning habits. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Every student is expected to attend school on a daily basis [*Education Code 48200*], unless there is valid justification for the absence. A student is considered absent when he/she is not in school.

Absences lead to missed academic instruction and loss of funding. While absences must be reported to the State as "excused" or "unexcused," *Larchmont Charter School loses funds from the State* if you plan a vacation or other time away (even one day) when school is in session. Chronic student absences are also a concern for Larchmont Charter School due to the sizeable waiting list for every grade level.

When a student has a fever or symptoms of illness or has a communicable illness, it is best for the student to stay at home to rest and recover. The student may utilize independent study for this time, if appropriate, and upon parent/guardian request and approval by Larchmont Charter School.

California Compulsory Full-Time Education Law

Education Code section 48200 states that each person between the ages of 6 and 18 years, and not exempted, is subject to compulsory full-time education. Each Larchmont Charter School student shall attend school or classes for the full time designated as the length of the school day by the Board of Directors of Larchmont Schools.

Tardy Policy

A student is considered tardy if he or she is late to school (that is, arriving after the established start time of the Larchmont Charter School's instructional day). A student must report to the office if he or she is late for school in order to be admitted to her/his classroom. After school begins, drivers must park and accompany the student to the office.

Tardiness may be excused only for the reasons listed below in the Excused Absences/Tardies section. Traffic congestion and oversleeping will not be considered a

valid excuse. Plan for extra time if you are driving. All excused tardies require appropriate documentation.

Procedures for tardy students and consequences for repeated tardiness are outlined in this School Handbook.

Absence Policy

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

Excused Absences/Tardies

Documentation is required for all absences/Tardies to help Larchmont Charter School understand why a student is not in school. Absences must be reported to the State as "excused" or "unexcused."

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

- His or her illness
- Quarantine under the direction of a county or city health officer.
- Having medical, dental, optometric or chiropractic services rendered to him or her.
- Attending the funeral of an immediate family member (one day within the state, three days outside the state)
- Jury duty for him or her
- Illness or medical appointment of a child of whom the student is the custodial parent.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

Justifiable Personal Reasons. Absences that fall into this category may include, but are not limited to:

- Appearance in court
- Attendance at a funeral service
- Observance of religious holiday or ceremony
- Attendance at religious retreats (with prior approval)
- Attendance at an employment conference
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization (when the student's absence has been

requested in writing by the parent and approved by the School Leader or designee)

All absences require appropriate documentation, e.g. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided as indicated below, the absence will be considered unexcused.

A parent or caregiver adult must notify Larchmont Charter School the same day of an absence by telephone, letter, fax, e-mail, or in person by 8:20 am. If the Larchmont Charter School is not notified in advance and the student does not report to school the next day with a note, the absence will be considered unexcused.

Each campus will share site-specific procedures and appropriate contact information for a student's respective campus. Consequences of repeated excused absences affecting a student's progress or repeated unexcused absences are outlined in the School Handbook.

A student with an excused absence will be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, will be given full credit. The teacher of any class from which a student is absent will determine what assignments the student shall make up and in what period of time the student shall complete such assignments. Any assessments and assignments will be reasonably equivalent to, but not necessarily identical to, the assessments and assignments that the student missed during the absence.

Absences for Religious Purposes

Students, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the School Leader for no more than four days per month. Additionally, students may be absent to attend a religious retreat, not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.

Independent Study

Independent Study allows an opportunity for a student to stay abreast of instruction during a planned absence, as well as allow our school to maintain the desired level of service by receiving funding for properly executed Independent Study agreements. This opportunity is available for unavoidable circumstances, but it does not replace the learning experience derived from attendance at school. The maximum amount of independent study days that can be allowed for the school year is 34 days. Please contact your school office for more information.

Unexcused Absences

Any absence for reasons other than those listed as EXCUSED ABSENCES are unexcused. Larchmont Charter School is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences. The

student may be classified as a truant after the third unexcused absence or tardy for more than any 30-minute period from school in a school year.

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

The School Leader or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, Larchmont Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, Larchmont Charter School will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process

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

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

Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Site Leader or designee. 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 School Leader or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the School Leader, Teacher, Guidance Counselor (9-12) and Director of Student Support Services. The SART panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school store privileges
 - vii. Loss of school event privileges
 - viii. Required remediation plan as set by the SART
 - ix. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.

- d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, Larchmont Charter School 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 Larchmont Charter School with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to Larchmont Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed except for #8, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from Larchmont Charter School. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days.

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

Referral to Appropriate Agencies or County District Attorney

It is Larchmont Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, Larchmont Charter School may refer the family to appropriate school-based and/or social service agencies.

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

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The School Leader, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Education Foster Youth Policy

Larchmont Charter School 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, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan (LCAP).

Definitions

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational

decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter School, the Governing Board shall designate a Charter School foster youth liaison. The Governing Board designates the following position as the Charter School's liaison for foster youth:

Esmeralda Sandoval
Director of Compliance & Operations
Larchmont Charter School
444 N Larchmont Blvd
Los Angeles, CA 90004
(323) 380-7893

A complete copy of the Foster Youth Policy is available at the main office of Larchmont Charter School.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

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

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

Homeless Student Liaison

The Principal/Director or designee designates the following staff person as the School/Program Homeless Liaison for homeless students attending the school (42 USC 11432(g)(1)(J) & (e)(3)(C).):

Angelica Sammons
Director of Compliance
Larchmont Charter School
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The Homeless Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the LCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually. A complete copy of this Policy is available at the main office and website of LCS.

Health and Safety Policy

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

Illness Policy

We wish to keep all children healthy. Please keep your child at home if he/she shows any signs of illness. The school will send a student home at any time during the day when it appears necessary. Children who run a fever should be free of fever for 24 hours before returning to school.

Immunizations

All students who enroll for the first time must show a written report for a Mantoux (PPD) test screening, to show that they are free of tuberculosis. Children must also have the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots), and TDAP (1 shot before entering 7th grade). The office will review all immunization, and children who do not meet state requirements will be excluded from school until these requirements are met. Beginning January 2016, SB277 requires all students entering TK/K and 7th grade to be fully vaccinated and that new Personal Beliefs exemptions will no longer be accepted. For more information, visit www.shotsforschool.org.

Exemptions to the immunization requirement shall be granted only for medical reasons or other reasons allowed by law. Exceptions are allowed under the following conditions:

- The parent provides medical exemption signed with doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Oral Health Assessment

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional.

Injuries

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

Head Lice

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

Type 2 Diabetes

Description

Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention ("CDC"), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Student Medication

Children may only receive prescribed medication during school hours with written permission from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Request should be processed through the school office.

Children may only receive over-the-counter medication during school hours with written permission from the parent/guardian who is responsible for the medical management of the child. Parents are urged, however, to minimize or eliminate taking medication in school. Requests should be processed through the office.

All medications must be stored at school in the original prescription bottle or packaging, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of inhaler and Epi-Pen where the doctor has given permission.

If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office to be used in case of an emergency, such as an earthquake. Please fill out the Medication Authorization Form (copies of which can be found in your campus main office) and label it in red "For Emergency Use Only."

Background Checks

Each new employee, vendor or volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment/engagement/volunteering. The Network office retrieves the results of the fingerprint scans, and completes the appropriate paperwork/Affidavits and retains this as part of the file for the individual or vendor. LCS adheres to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Child Abuse and Neglect

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

Emergency Procedures

The school maintains an up-to-date School Safety Plan for each of its sites. Plans are kept on file for review. All school employees are trained annually on the safety procedures outlined in the plan. The School Emergency Response Plan assigns staff members to roles and responsibilities that must be performed in the event of an emergency. This plan is compliant with all local, state, and federal regulations, including the National Incident Management System (NIMS).

Larchmont Charter School conducts, and keeps records of, regular safety drills, including: Fire, Earthquake and Lockdown.

All classrooms have an “emergency kit” stocked with first-aid equipment. There will be a designated safe place in case of a disaster emergency where parents may pick up their children. If this were to occur, it may be necessary for parents to show proof of identification.

Earthquake, Fire and Disaster Preparedness

Regular safety drills are a part of a school's activities. Drills including fire, earthquake, and lockdown will be held once a month. Procedures to be followed during these drills are updated on a regular basis to reflect “best practice” procedures as defined by first response agencies to ensure that students and staff are aware of the most effective and safe emergency responses. In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. An emergency shed stocked with first-aid equipment, water, food and emergency supplies is housed at each campus.

What Can Parents Do During an Emergency?

In the event of an emergency, school administration will remain at the school until every child has been picked up. Parents are asked to come to their child's campus as soon as is feasible and safe. You should not wait for a call or email from the school as communication systems may be compromised in disaster situations. Only those people who are listed on the Registration/Emergency Forms may pick up your child from school, so it is very important that the information on these forms is accurate and up to date.

Parent Notification in the Event of an Emergency

In the event of an emergency the Incident Commander/School Leader or a designee will act as the emergency spokesperson and will determine the most feasible way to disseminate information (i.e. email updates to our families and phone calls will be made to families that don't have email, when possible). Larchmont Charter School and the local emergency agency will work together to relay any information as quickly as possible.

Reunification

The location for parent reunification will be dependent on the location of the threat. In general, in the event of an emergency, parents picking up their children will be met at the following locations:

- Fairfax campus: Parents should wait at the carpool gate and their child will be brought to them.
- Hollygrove campus: Parents should wait for their children at the pedestrian gate located on Waring Avenue.
- Selma campus: Parents should wait for their children at the reunion gate on Cherokee Avenue.
- La Fayette Park campus: Parents should wait for their children at the reunion gate at the intersection of 6th Street and La Fayette Park Place.

These locations will remain in effect unless the police or other emergency management officials notify the school otherwise.

Youth Suicide Prevention Policy

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

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

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

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

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

The School Leader of LFP/School Counselor/Social Worker Supervisor shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

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

- Los Angeles County Department of Children and Family Services

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

Resources:

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

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

Prevention

- A. Messaging about Suicide Prevention

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

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

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

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

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. New and previously employed staff members shall complete the Mandated Reporter: Child Abuse and Neglect training via SafeSchools Online Training. New and previously employed staff members shall also participate in social emotional workshops during professional development. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;
- Youth who engage in self-harm;
- American Indian/ Alaska Native (AI/AN) youth;
- Youth bereaved by suicide;
- Youth living with medical conditions or disabilities;
- Los Angeles County Department of Mental Health Suicide Statistics

- a) While the teen suicide rate has declined by over 25 percent since the early 1990s, suicide is the third leading cause of death among young people ages 15 to 24.
- b) It is estimated that depression increases the risk of a first suicide attempt at least 14-fold.
- c) Over half of all kids who suffer from depression will eventually attempt suicide at least once, and more than 7 percent will die as a result.
- d) Four times as many men commit suicide than women, but young women attempt suicide three times more frequently than young men.
- e) Fifty-three percent of young people who commit suicide abuse substances.
- f) Firearms are used in a little more than half of all youth suicides.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

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

D. Specialized Staff Training (Assessment)

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

Resource:

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

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Larchmont Charter School suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Larchmont Charter School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

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

Resource:

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

F. Student Participation and Education

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

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

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - 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., health classes, freshman orientation classes, science, and physical education).

The Larchmont Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling

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

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Larchmont Charter School staff members, Alison Cole-Kelly (Clinical Social Worker) and Vanessa Vazquez (School Counselor), who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members

shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. The primary and secondary

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community.

Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

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

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The School Leader or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

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

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Once a concern for a student is identified, a referral will be made to the school counselor or clinical social worker and/or social work interns. The student will be immediately assessed for suicidal ideation. Intervention(s) will be determined on the outcome of the assessment and may include:

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

D. Parental Notification and Involvement

Each school within the Larchmont Charter School campuses shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. Los Angeles County Department of Children and Family Services at 800-540-4000.

E. Action Plan for In-School Suicide Attempts

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

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

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

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

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

- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

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

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

H. Re-Entry to School After a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

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

Resource:

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

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Alison Cole-Kelly, clinical social worker, and Vanessa Vazquez, school counselor, of Larchmont Charter School shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team; Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;

- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - 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;
 - Consider funeral arrangements for family and school community;
 - Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
 - Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
 - Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
 - Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>

- [Help & Hope for Survivors of Suicide Loss](http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss) is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Behavior and Discipline Policy

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

Positive Behavior Support

LCS utilizes various tools on a school-wide level to teach, recognize, and reward (1) positive social skill development, (2) conflict resolution, and (3) a shared vision of appropriate behavior at school.

RESPECT

- We are a Cool Tools™/Safe Schools School (used at the elementary level).

Cool Tools™/Safe Schools (Face-Saving/Life-Saving Skills for Handling Conflict) is a part of SAFE SCHOOL System developed and researched at Corrine A. Seeds University Elementary School, UCLA. Cool Tools is a system used to build character and manage conflicts among students. Using a common language and concrete representations of abstract concepts, Cool Tools lessons actively encourage positive affirmations, responsibility, kindness and self-help and coping skills; it discourages put-downs, rumors, threats and harassment.

- School-Wide Learner Outcomes (SLOs) are the embodiment of what every Larchmont student is expected to be able to do by the time they graduate from LCS.
 - Demonstrate mutual respect for self, others, and things

- Communicate in class discussions and activities
- Listen attentively
- Take responsibility for own actions
- Persevere through challenges

All Larchmont campuses teach, model, and reinforce the five elements of the SLOs on an ongoing basis.

- Council

Students across LCS campuses have opportunities to participate in Council. According to the Ojai Foundation, Council is a formal, structured forum for discussion whereby participants develop their understanding and appreciation of diverse backgrounds, experiences, and opinions of others. Regular use of council promotes a classroom and school community where students can connect with peers and adults in a peaceful and empathic way.

- Homeroom Meetings

In LCS middle school, all students work with a faculty advisor in their homeroom. Homeroom provides an opportunity for middle school students to develop key life skills, metacognitive skills, and habits of learning in support of academic and personal growth, and interpersonal skill development. In a middle school setting where students have multiple teachers, homeroom teachers create a more personalized learning environment. Additionally, homeroom serves to reinforce school-wide expectations as students work together to actively develop their understanding of what it means to adhere to expectations and to be safe at school.

- Service learning

Service learning spans all grades at LCS as a form of project-based learning in which academic goals are accomplished through community service. Service learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides kids with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service learning develops citizenship, responsibility, social skills, and many other positive character virtues, making it a highly effective character education program in and of itself.

- Student Expectations for Behavior

Respect for others and oneself is key at LCS. Specific rules and expectations of behavior will be determined between students and teacher in the classroom, and will be consistent with the Larchmont mission. Teachers will stress positive reinforcement for appropriate behavior. Peer mediation skills will be taught in every classroom as part of the curriculum.

In order to ensure that LCS is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of oneself or of others will result in immediate responses from adults or teachers present and notification to parents. Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.)

- Intentionally hurting another person
- Not following directions and walking off school property
- Excessive rough-housing during school activities
- Threatening the physical or emotional safety of others

General Discipline Policies and Approach

If a student violates school policies enumerated in the parent handbook and LCS Charter School Petition that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

- Warning
- Loss Of Privileges
- Notices to Parents By Phone/Letter
- Referral To The Site Leader or Designee
- Request For Parent Conference
- Detention
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Larchmont Charter School faculty and staff are trained in strategies focused on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilizing undesirable situations safely.

Behavioral Intervention

If a student violates school policies enumerated in the school handbook that are not specified herein as grounds for suspension or expulsion such as student behavior policy and property policy, a conference will be held between administrative staff, the student and the parents/guardians. The student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. A contract will then be designed and signed by all parties present in which the student pledges to complete specified tasks or uphold specified codes of behavior within a given time frame. If the student breaks this contract, another conference will be scheduled from which suspension is a possible outcome.

Suspensions And Expulsions

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

General Provisions

Larchmont Charter 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.

Larchmont Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Larchmont Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Larchmont Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

LCS shall be responsible for appropriate interim placement of students during and pending the completion of Larchmont's student expulsion process and shall facilitate the post-expulsion placement of expelled students. Larchmont Charter School shall document and implement the alternatives to suspension and expulsion that Larchmont Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students With Disabilities

Larchmont Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Larchmont Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Larchmont Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Larchmont Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Larchmont Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Larchmont Charter School's failure to implement 504?

Notification of the District

Upon expelling any student, Larchmont Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the

- CSD website or office], including attachments as required on the form.
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Larchmont Charter School's policies and procedures were followed.
 - Copy of parental notice of expulsion hearing.
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment.
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre- expulsion IEP.
 - If the student is eligible for Section 504 accommodations, documentation that Larchmont Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Larchmont Charter School's failure to implement 504?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, LCS must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, LCS shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 39068 (a) and (b).

Outcome Data

Larchmont Charter School shall gather and maintain all data related to placement, tracking, and monitoring student suspensions, expulsions, and reinstatements, and make sure outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Larchmont Charter School shall be given a rehabilitation plan upon expulsion as developed by Larchmont Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Larchmont Charter School for readmission. Larchmont Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Larchmont Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Larchmont Charter School's governing board shall readmit the pupil, unless Larchmont Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Larchmont Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Larchmont Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Larchmont Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Foundation Policy

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

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for. Larchmont does not consider suspension and/or expulsion to be effective means of improving student behavior and compliance with Larchmont Charter School rules and policies. While either or both may become necessary in extraordinary circumstances, Larchmont uses a variety of other strategies to intervene. Students who do not adhere to stated expectations for behavior and who violate the Larchmont Charter School's rules will experience non-suspension and non-expulsion consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the School Leader or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Larchmont Charter School faculty and staff are trained in strategies focused on

developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Larchmont Charter School Handbook, which is sent to each student at the beginning of the school year. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Policies and procedures regarding suspension and expulsion will be periodically reviewed.

Policies regarding suspension or expulsion will conform to applicable state and federal laws regarding all students. Students will be accorded due process in all disciplinary procedures, outlined below. Disciplinary policies and procedures will also address student conduct that presents an immediate threat to the health or safety of others.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime 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.

Suspension

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any
- t) Intentionally harassed, threatened or intimidated a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or

- those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Larchmont Charter School.
- b. "Electronic Act" means the creation and 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:
- i. A message, text, sound, or image, or video ("video" is effective January 1, 2017).
 - ii. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or

serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Expulsion

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicated.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars,

clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Larchmont Charter School.

2. Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
3. Effective January 1, 2107 – Cyber sexual bullying - Cyber sexual bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described under the definition of “bullying” above. A photograph or other visual recording 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 electronic act
4. “Electronic Act” means the creation and 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. A message, text, sound, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for when it is determined pursuant to the procedures below that the pupil committed any of the following acts:
- a. Possessing, selling or otherwise furnishing a firearm. (California Education Code section 48915(c)(1)
 - b. Brandishing a knife at another person. (California Education Code section 48915(c)(1).
 - c. Unlawfully selling a controlled substance. (California Education Code section 48915(c)(3).
 - d. Committing or attempting to commit a sexual assault or battery. (California Education Code section 48915(c)(4).
 - e. Possession of an explosive. (California Education Code section 48915(c)(5

In-School Suspension

Larchmont Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues.

Suspension Rules and Procedures

Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. The schedule of the conference among the school administrator, student, and parent/guardian regarding matters pertinent to the suspension will also be on the notice. Reference to expulsion for continued violations of school rules may also be included. If Larchmont Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students will not be suspended for more than 20 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Disciplinary Records

Records of all student suspensions and expulsions will be maintained at Larchmont Charter School. Such records shall be made available to the District upon request.

If a parent or guardian disagrees with the suspension, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted within thirty (30) days of the last day of the pupil's suspension. The statement shall become part of the pupil's school record unless the suspension is changed or removed as a result of the objection.

Maximum Days

Students will not be suspended for more than 5 consecutive days and no more than 20 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

Access to Education

Interim education will be provided for suspended students in the form of independent work put together by a credentialed staff member.

Suspension Pending Expulsion

Students who are recommended for expulsion are suspended from school until the LCS Board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timeline in particular along with the appeal process for both suspensions and expulsions (as outlined below).

Expulsion Rules and Procedures

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and either a teacher of the pupil or a Board member of Larchmont Charter School's governing board. Larchmont Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to Larchmont Charter School's Board, which will make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before the Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. Pending the expulsion hearing, the school will ensure that the student and his or her family receive classroom materials and current assignments to be completed at home during the term of the suspension. The teacher will grade all work and feedback will be provided in a timely manner.

Educational Alternatives for Pupils who are Expelled

If there is a decision to expel, Larchmont Charter School will assist the parent with information that facilitates finding an alternative placement. LCS students who are expelled from LCS can apply to enroll in their home school, or any other school, pursuant to inter- and intra-District transfer policies. They can also enroll at any other public charter schools, subject to those charter schools' enrollment policies and capacity. Private schools are also an alternative. LCS will not admit or re-admit a student who is currently on an expulsion order and has not completed his or her rehabilitation plan.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Larchmont Charter School ("LCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or

association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

LCS is committed to providing an educational atmosphere that is free of discrimination, harassment, intimidation, and/or bullying, and will take action to investigate, respond, address and report on such behaviors in a timely manner. LCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

LCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which LCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by LCS.

LCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex

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

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

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

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

Grievance Procedures

The following procedures apply:

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, bullying, or other misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in LCS’s policy for reporting alleged acts of misconduct prohibited by this Policy.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to use the report form available in the main office. However, oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

LCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigating

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of LCS, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the Executive Director or designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Executive Director or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Executive Director or designee reveal confidential student information related to other students or employees, including the type and extent of discipline issued against such students or employees.

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

3. Appeal

Should the reporting individual find the Executive Director or designee's resolution unsatisfactory, he/she may follow the Dispute Resolution Process.

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures found in the LCS Parent/Student Handbook and UCP Policy

4. Consequences

Students who engage in conduct prohibited under this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the LCS.

Parent Participation

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

Classroom and School Volunteer & Visitation Policy

Larchmont Charter School ("LCS") encourages parents/guardians and interested members of the community to visit the charter school and view the educational program. LCS also endeavors to create a safe environment for students and staff. Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, LCS has established the following procedures, to facilitate volunteering and visitations during regular school days and special events.

At LCS, we strongly encourage each family to volunteer by participating in one-or many-of the various committees supporting our school. LCS encourages each family to volunteer 35 hours per school year or 60 hours for families with more than one student at the school. Extended family members (e.g., grandparents, aunts, uncles) are welcome to volunteer, too! Volunteering is not required and is not a criterion for continued enrollment, graduation, class placement or any other school-based decision.

Volunteering

Teachers and parents must agree on classroom visits together, after parents have obtained the necessary documentation and clearance for volunteering. When volunteering in the classroom, teachers will provide guidelines for how parents can support student learning. Distractions and interruptions should be minimized/avoided. In addition, personal and specific information regarding students' academic performance and/or social and emotional learning should not be discussed with other parents after visiting/volunteering.

Teachers need time to teach and to plan. Parents may not drop in unannounced. Each teacher will communicate to families the best way to schedule an appointment, an observation, or volunteering.

Volunteer Policy

Parent volunteerism is key to the success of any school, but especially important at LCS. We rely on the volunteer support of our families to help us accomplish many important tasks.

Volunteering:

- Develops community involvement and interaction, which is essential to the quality of our school program;
- Keeps our operational costs down;
- Enables our school to function well in day-to-day routines;
- Enables us to successfully plan events that raise money to support our school and build school and community involvement; and
- Enables us to apply for grants, as parent participation is a key element in most grant applications.

If you haven't done so already, complete the volunteer committee opportunities sign-up in the school office. Also, if it is determined by LCS staff that a particular volunteer position is not a good fit, it is at the discretion of Larchmont to assist the volunteer in finding a position for which they are better suited.

What are the volunteer requirements?

Anyone volunteering at Larchmont Charter School, from helping with lunch to helping in the office, must complete the following:

1. Volunteer Application;
2. Proof of negative TB Test, unless volunteering off- campus (must be current within the last 4 years) These tests help us keep all our students safe AND healthy;
3. DOJ (Department of Justice)/Livescan clearance. This is only required for volunteers who will work directly with students. Background checks conducted with other companies/schools are not accepted. All background clearance information is completely confidential and solely for use by Larchmont Charter School.

There are two types of volunteers:

Tier 1: Supervised Volunteers have completed the application and submitted TB test results. Volunteers are able to offer support with on-campus activities only under the supervision of an LCS staff member.

Supervised volunteers do NOT need to be fingerprinted. Examples include: working in the office with a staff member, supporting with Jog-a-Thon with staff members present.

Tier 2: Unsupervised Volunteers have completed the application, submitted TB test results and have DOJ/Livescan clearance.

Unsupervised volunteers may be alone with one or more students. Examples include one-to-one tutoring in a separate space or facilitating yard supervision without a staff member nearby.

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with LCS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the LCS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and School Leader or designee, at least twenty-four (24) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

7. This Policy does not authorize LCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and School Leader or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the School Leader or designee.
2. All visitors shall register in the Visitors Log Book in the main office immediately upon entering any school building or grounds when during regular school hours and sign-out when leaving. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. LCS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by LCS, consistent with the law. The LCS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the School Leader or designee requires that a visitor or volunteer badge be worn at all times while on campus.
5. Except for unusual circumstances, approved by the School Leader, LCS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester. This does not apply for approved volunteering opportunities on campus.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Leader's written permission.
7. Before leaving campus, the visitor shall return the Visitor's Badge and sign out of the Visitors Log Book in the main office.

8. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt LCS's orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to LCS's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
10. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice to the Executive Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the request. If no resolution can be agreed upon, Executive Director shall forward notice of the complaint to the LCS's Board of Directors. The LCS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
13. The School Leader or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable

by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to LCS's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Communication Policy

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

School Communication

LCS maintains a database of current information such as home address, telephone numbers and emergency contacts for each student. It is essential that this information be kept up-to-date so that the school can contact parents when there is a need. Each year, upon re-enrollment, parents receive a student data sheet for each child with the current information listed in the database. It is the parents' responsibility to update this form and to keep the school informed of any changes as they occur. Please contact the office with updates or changes of address, phone number, email, emergency contacts or medical information.

Important information about the school is communicated through:

- Public Board Meetings
- Parent Education Nights
- Periodic Parent Coffees
- Back-to-School Night
- Weekly Morning Sing/Assembly
- Classroom Teacher Communications
- Emailed Weekly Updates
- Parent Conferences and Progress Reports
- Specific Event Flyers and Emails
- School Website

Parent Conferences (K-4)

December 13-19, 2018	Family Conferences (minimum days)
April 1-5, 2019	Family Conferences (minimum days)

Parent Conferences (5-12)

Oct 29-31, 2018	Family Conferences (minimum days)
April 1-5, 2019	Family Conferences (minimum days)

Telephone Messages

If you wish to contact your child's teacher or your child during the school day, please call your school office and we will assist you. Please note that any changes to carpool arrangements must be in writing and submitted to the office at the beginning of the school day.

Class Lists and Directory

The directory is prepared for LCS families at the beginning of each year and distributed as soon as possible.

Rights and Protection

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

Right to Ask for Teacher Qualifications

As a recipient of federal Title 1 funds, parents have the right to ask for teacher qualifications. This means that parents may ask if a teacher has met California qualification and licensing criteria, is teaching under an emergency or other provisional status, is teaching in their certified field, and if the child's services are provided by paraprofessionals and the paraprofessionals qualifications as well.

Complaint Policy/Resolving Conflict

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

First, collect your thoughts by talking to a family member or friend outside of LCS.

Always begin at the source if you have a problem. Do not talk to uninvolved people at school.

- If it involves a teacher, or other staff member, begin there.
- If the two of you cannot resolve the problem, go to the School Leader.
- If the problem is with the School Leader, begin there.
- If the problem is with the School Leader and you have discussed it with him/her, you may take the issue to the Executive Director.
- If a serious grievance with the principal occurs, please fill out a grievance form to the Board President. Forms are available in the main office.

Uniform Complaint Policy And Procedures

Scope

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

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability,, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Child Nutrition Services, Foster and Homeless Youth Services, Every Student Succeeds Act Programs, No Child Left Behind Act Programs, Special Education Programs, School Safety Plans, Local Control Funding Formula (LCAP)/ Local Control and Accountability Plan, Pupil Fees, and Physical Education Instructional Minutes.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil

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

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

Compliance Officers

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

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

The Director of Student Support Services or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director of Student Support Services or designee.

Should a complaint be filed against the Director of Student Support Services, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

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

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

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

The annual notice shall include the following:

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

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

- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

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

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

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

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

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

Step 2: Mediation

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

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

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

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

Step 3: Investigation of Complaint

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

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

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

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

Step 4: Response

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

Step 5: Final Written Decision

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

The decision shall include:

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

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

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and

whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

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

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

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

Civil Law Remedies

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

Pupil Records and Student Information Policy

The Board of Directors of Larchmont Charter School ("LCS") a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and

Student Information Policy to apply to all educational records and student information maintained by LCS.

DEFINITIONS

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by LCS or by a party acting for LCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended; and/or
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. Records maintained by a law enforcement unit of LCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by LCS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional

or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at LCS;

- e. Records that only contain information about an individual after he or she is no longer a student at LCS; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the LCS reasonably believes knows the identity of the student to whom the education record relates.

3. Directory Information

LCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of LCS's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). LCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School

in writing at the time of enrollment or re-enrollment. Please notify the Director of Compliance at:

**Larchmont Charter School
444 Larchmont Blvd. #207
Los Angeles, CA 90004**

4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by LCS 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 LCS. A school official also may include a volunteer or an independent contractor outside of LCS who performs an institutional service or function for which LCS would otherwise use its own employees and who is under the direct control of LCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, LCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that LCS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify LCS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, LCS shall provide parents and eligible students with a notice of their rights under the Family Educational Rights and Privacy Act ("FERPA"). FERPA affords parents and students

who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. Complaints may be sent to the following address:

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

5. Right to request that LCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that LCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION 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 Executive Director. Within five (5) business days, LCS shall comply with the request.

1. Copies of Education Records

LCS will provide copies of requested documents within five (5) business days of a

written request for copies. LCS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Principal to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

LCS will respond within thirty (30) days of the receipt of the request to amend. LCS's response will be in writing and if the request for amendment is denied, LCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

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.

3. Hearing to Challenge Education Record

If LCS denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is: inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference; a conclusion or inference outside of the observer's area of competence; or not based on the personal observation of a named person with the time and place of the observation noted.

The Principal or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by LCS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Principal or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Principal or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, LCS's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the LCS decides that the information is inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, LCS decides that the information in the education record is not inaccurate, misleading in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of LCS, or both. If LCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the

record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

LCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

LCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. LCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the LCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that LCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

LCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. Additionally, LCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;

5. Organizations conducting certain studies for LCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. To accrediting organizations to carry out their accrediting functions;
7. To parents of an eligible student if the student is a dependent for IRS tax purposes, as defined in section 152 of the Internal Revenue Code of 1986;
8. To comply with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. To appropriate officials in connection with a health or safety emergency;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by LCS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by LCS; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by LCS with respect to that alleged crime or offense. LCS may disclose the final results of the disciplinary proceeding, regardless of whether LCS concluded a violation was committed.

VI. RECORD KEEPING REQUIREMENTS

LCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of LCS in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information

on behalf of LCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, LCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, LCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of LCS.

Student cumulative records may not be removed from the premises of the LCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the LCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by LCS 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

Legal Disclaimers

The information contained in the Larchmont Charter School Handbook (LCS) is provided for informational purposes only. Information may be changed or updated without notice. LCS expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any newsletter articles. LCS assumes no responsibility for errors or omissions in this handbook or other documents which are referenced in this handbook. LCS does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

APPENDIX A: Handbook Acknowledgement Form

LARCHMONT CHARTER SCHOOL 2018-2019

____I have read and understand the Larchmont Charter School 2018-2019 School Handbook and is provided via email and in hard copy in the school offices.

____I understand that the handbook is to use for my reference to answer my questions and understand LCS processes and procedures. I will refer to the handbook before contacting the school.

Student Name

Date

Parent/Guardian Name

Parent/Guardian Signature