

**NOVA Academy
Early College High School
2021-2022 Student Handbook**



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NOVA Academy Early College High School (ECHS)

MISSION

NOVA Academy Early College High School will inspire, educate and prepare all students to be successful in college, career and in life.

Student Welcome Letter

It is a pleasure to welcome you and your parents/guardians to what we hope will be one of the most exciting times of your life. Your high school years will live in your memory forever, and it is our goal to make these years happy, productive, and successful. The faculty, staff and Board of NOVA Academy ECHS believes that a school works best when it employs a team approach to educating its students. You, as a student of NOVA Academy ECHS are the most vital member of our team. We promise to provide you with the best possible academic education and to assist in your development into an intelligent, committed life-long learner and a productive member of our society.

None of these things can take place, however, without your commitment to do your best. You have selected a NOVA Academy ECHS because it is a college preparatory school. These will be challenging years for you, but you will rise to the challenge if you set your goals high and work diligently to attain those goals, and structure your Individual Student Plan (ISP) to use as your road map and guide for your future.

In the midst of all of the studying and hard work, take time to enjoy your high school years. We have a variety of exciting activities planned throughout the year.

This handbook provides you with information about our school and helps you to stay on the right track. Do your best in everything you do. Never settle for second best and you will be the awesome individual that you were created to be. Remember, **“DON’T BE AFRAID TO FAIL; BE AFRAID NOT TO TRY!”**

Welcome to our NOVA Academy ECHS family.

Sincerely,

Your teachers, staff and the NOVA Academy Board of Directors

Parent/Guardian Welcome Letter

Dear Parents/Guardians:

On behalf of the NOVA Academy ECHS, we welcome you and your child to our school. NOVA Academy ECHS is founded on the belief that the education of its students takes a team effort, and you, as parents/guardians, are vital members of our team. There are numerous opportunities for you to become involved in your student's education. We welcome your input on important issues confronting our school, and your attendance at the monthly parent education meetings is strongly encouraged.

This Student Handbook has been designed to answer any general questions that you might have regarding our school and to advise you of your rights and responsibilities. Please take the time to review the information in this handbook and the supporting documents. We hope that you find it useful. When completed, please return the Parent Acknowledgement Form to our office. Should you require further explanation of any of the Education Codes and Laws cited in this handbook, you may contact the principal at your campus.

Please know that our primary goal is to provide your child with an outstanding academic education in a safe and nurturing environment. We look forward to your participation in our school events and invite you to become one of our parent volunteers. We thank you in advance and appreciate your support. We will do everything in our power to ensure that your child has a successful high school experience. Remember, we need you as a part of our educational team.

Welcome to the NOVA Academy ECHS Family.

Sincerely,

Teachers, staff and the NOVA Academy Board of Directors

NOVA ACADEMY ECHS

SCHOOL COMMITMENT

NOVA Academy ECHS believes that schools have the responsibility to equip their students with the basic skills necessary to be successful in life. However, educating students is a three-way responsibility shared by each individual parent/guardian, the student, and the school. Without the collaboration and cooperation of all three parties, success will be limited.

NOVA Academy ECHS is committed to providing the necessary resources for a sound secondary education program. In turn, students and parents/guardians must fulfill certain commitments if the student is to gain the maximum benefits from the school program. We believe that the school, the parent/guardian and the student commitments should be as follows:

OUR SCHOOL COMMITMENT IS TO:

1. Employ a highly-qualified certificated staff who know their subject matter and who understand the sociological, physiological and psychological make-up of adolescents and young adults.
2. Provide a positive, constructive, and academically rigorous learning environment.
3. Provide the required standards-based curriculum to meet student needs.
4. Provide materials and equipment necessary for state mandated instruction.
5. Provide a safe learning environment where students can attend school without fear.
6. Establish reasonable expectations regarding student behavior.
7. Provide parents/guardians with regular reports on their student's attendance, academic progress, and school behavior.
8. Provide appropriate, varied classroom learning opportunities to encourage academic progress.
9. Provide appropriate, varied practice (homework) assignments to reinforce and enhance learning.

PARENT/GUARDIAN COMMITMENT

1. Insist that your student attend school every day unless illness or a family emergency occurs.
2. Each year, parents are encouraged to volunteer at least ten service hours per student or twenty service hours if you have two or more students at NOVA Academy ECHS. Parent service hours are not required for acceptance, continued enrollment, or any other privilege offered by NOVA Academy ECHS, nor will NOVA Academy ECHS discriminate against a student based on his or her parents' service hours or lack thereof.
3. Attend Parent Education meetings.
4. Call the school office when the student is going to be absent. Send a note when the student returns from an absence. Please refer to the **ATTENDANCE** section of the handbook for further clarification of this process.
5. See that the student gets the appropriate amount of sleep on school nights to be attentive and alert in class.
6. Ensure that the student eats breakfast each morning, as it is essential and necessary for adequate brain function.
7. Ensure that the student is dressed appropriately as per the school Dress Code.
8. Provide approximately 2-3 hours daily of uninterrupted study time and a quiet and orderly place to study and complete practice. Encourage daily reading time after school for the student.
9. Check with the student daily regarding practice assignments and monitor completion of assignments. Your student's progress and practice may be monitored through the Parent Portal on Aeries.
10. Contact teachers immediately to request a conference with the school staff if there is a question concerning student progress or lack of practice.

STUDENT COMMITMENT

1. Attend assigned classes daily unless illness or a family emergency occurs.
2. Turn in completed class assignments on time and follow up with teacher for any make-up assignments due to absence(s). **This is the responsibility of the student!**
3. Be prepared with the necessary books and materials each day.
4. Ensure you are dressed appropriately, as per the school Dress Code.
5. Seek immediate assistance from the teacher when class assignments are not understood.
5. Be attentive in class and remember it takes commitment to gain the best education possible.
6. Academic excellence requires constant effort and a substantial block of time each day (minimum of 2 hours) to learn the materials taught in both your high school classes and college courses.
7. Follow all school expectations.
8. Meet with your Counselor to ensure that you are following your Individual Student Plan (ISP) for high school requirements and college courses.
9. Ask for assistance from teachers, counselors and school personnel when academic or personal problems occur which inhibit learning.

COUNSELING DEPARTMENT

Services Provided:

- Student Enrollment and Withdrawal
- Academic Advisement and Counseling
- Graduation Requirements and Checklists
- Four Year Academic Planning
- Assistance with College and University Application Process
- Post-Secondary Academic and Career planning
- Short-term Counseling when Needed (NOVA Academy ECHS)
- Crisis Intervention
- Parent/Teacher Conferences
- Student Academic and Personal Record Guardian
- Community Referral Liaison
- Local College/University Tours
- College Fair excursions
- SAT and ACT workshops
- FAFSA Assistance
- Scholarship Information
- Assistance in Development and Monitoring of Individual Student Plan (ISP)

COLLEGE & CAREER CENTER

Interested in learning more about a career? Want to search colleges? Need help finding a job? Your College and Career Counselor is here to help!

The College and Career Counselor offers the following services:

- Online interest and skill inventories
- Career information
- Career presentations (Career Day)
- College campus tours
- College admissions information
- College application assistance
- College registration assistance
- Certificate/Vocational program information
- Regional Occupation Program (ROP) information (if available)
- Armed services information
- Tutoring information
- Job search
- Transcript requests
- Financial aid information
- AB540 information
- SAT/ACT workshops
- SAT/ACT registration

GRADUATION INFORMATION

GRADUATION REQUIREMENTS

		<u>Santa Ana</u>	<u>Coachella</u>
Language Arts	4 years including English 1-8, Honors or AP English	40 Credits	40 Credits
Mathematics	3 years (4 recommended) including: Algebra I/Math 1 Algebra II/Math 2 Geometry/Math 3 <u>Advanced Courses</u> Statistics Trigonometry/Pre-Calculus Calculus	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits
Social Studies	3 years (30 credits) including: World History United States History Government/Economics	10 Credits 10 Credits 10 Credits	10 Credits 10 Credits 10 Credits
Science	2 years including (3 years recommended): Biology Chemistry <u>Recommended 3rd & 4th year Courses</u> Physics Anatomy & Physiology AP Environmental Science AP Biology	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits
Fine Arts	1 year of the same subject (Drawing, Painting, Studio Art)	10 Credits	10 Credits
Foreign Language	2 years of same Foreign Language <u>Recommended 3rd & 4th year Courses</u> AP Spanish Language AP Spanish Literature	20 Credits 10 Credits 10 Credits	20 Credits 10 Credits 10 Credits
Study Skills/ Seminar	1 semester of Seminar (Santa Ana Campus) 2 semesters of Seminar (Coachella Campus)	5 Credits	10 Credits
Physical Education	2 years (20 credits); maximum of 40 semester credits applied to graduation	20 Credits	20 Credits
Electives	45 semester credits; must include 10 semester credits of College Prep Elective	45 Credits	40 Credits
Minimum Required Credits for Graduation		220 Credits	220 Credits

Community Service: 20 hours per year / 80 hours in four years

Senior Exit Portfolio

The NOVA Academy Early College High School Senior Exit Portfolio is an additional requirement for NOVA Academy ECHS students. Students are required to present and defend the work submitted in their portfolios to a review team made up of community leaders.

Senior Exit Interviews

All seniors are required to present their Senior Exit Portfolio at a set exit interview.

Senior Activities

Seniors not on track to graduate and who demonstrate they are failing to meet graduation requirements will not be eligible to participate in senior class activities, including Senior Breakfast, Grad Nite, and the graduation ceremony.

VALEDICTORIAN SELECTION PROCEDURE

The valedictorian is the academic title conferred upon the highest ranked student among those in the graduating class. Selection to this title shall be governed by the procedure established below.

A student shall be considered for selection as valedictorian based upon the following:

1. The student's total grade point average (GPA) in his/ her academic studies.
2. Recommendation of the school faculty and administration.
3. Grade point calculations at the end of the first semester of grade twelve.
4. Completion of three consecutive semesters at NOVA Academy.
5. Inclusion of all summer school and intersession grades.
6. The following values for marks: A=4; B=3; C=2; F=0
7. Honors/Advanced Placement classes and college courses are weighted and calculated with the addition of 1 point per class / course (i.e. a student having a college course fulfilling the University of California IGETC requirements and receiving a grade of an A would have 5.0 points) A=5; B=4; C=3.

GRADUATION CEREMONY DRESS CODE AND BEHAVIOR

Suggested appropriate dress for men is a tie, dress shirt, dress slacks, dress shoes. Suggested appropriate dress for women is a dress, skirt or slacks and blouse, and heels or flats. The gown may not be altered or decorated in any fashion. Caps may be decorated in a manner appropriate for a school ceremony as long as all décor is flat and messaging aligns with NOVA Academy's core values. Only school-issued graduation items may be worn on the gown such as medals, cords.

Appropriate behavior includes marching in and out with dignity, respectful attention, and applause for speakers, receiving the diploma on stage without gesturing or celebrating, and bringing into the venue only those items issued to you by the school.

GRADUATION CORDS

Students may qualify to wear a school-earned cord during graduation. Cords are awarded for GPA and college course completion, to name a few. Students may purchase cords if they qualify through the school. The pricing for cords is updated annually and will be shared with seniors.

COLLEGE ENTRANCE REQUIREMENTS

	Cal State Universities	Universities of California
Social Studies	2 Years- World History U.S. History Government/Economics	2 Years- World History U.S. History (3 recommended)
Language Arts	4 years college prep	4 years college prep
Mathematics	3 years - Algebra /Math 1, Geometry/Math 3, Algebra 2, Math 2	3 years - Algebra 1/Math 1 Geometry/Math 3, Algebra 2/Math 2 (4 years recommended)
Science	2 years of lab science (Biology and Chemistry)	2 years of lab science Biology and Chemistry (3 years recommended)
Language Other than English	2 Years of the same foreign language	2 years of the same foreign language (3 years recommended)
Visual & Performing Arts	1 year of fine art (art, music, drama, film, photo or humanities)	1 year of fine art (art, music, drama, film, photo or humanities)
Electives	1 year selected from additional English, fine arts, foreign language, lab science, math or social studies (Gov't/Econ meet this req.)	1 year selected from additional English, fine arts, foreign language, lab science, math or social studies (Gov't/Econ meet this req.)
Physical Education	None	None
Study Skills	None	None
Community Service	None	None
Testing Requirements	SAT or ACT	SAT or ACT

All of the above courses meet UC and CSU admissions criteria.

Community Colleges & Private and Out of State Colleges - Consult with your counselor.

*Must complete CSU and UC requirements with a grade of C or better

SENIOR EXIT PORTFOLIO

The NOVA Academy ECHS Senior Exit Portfolio is a student-selected collection of work which represents his/her reflections and achievements in academic studies, personal growth, and extracurricular activities. As the student completes his/her high school years and continues working towards future goals, this portfolio provides an authentic assessment tool for the students to evaluate their learning, for the staff to review programs/projects from the student perspective, and for the school community to witness the demonstration of the Student Learning Outcomes (SLO).

COMMUNITY SERVICE HOURS

NOVA Academy ECHS believes that a true component of citizenship is demonstrated when individuals make an effort to positively impact their community. By fulfilling the required hours of service, students will be able to gain insight and empathy, acquire life and job skills and build a resume toward their college and career pathways. Furthermore, service hours, student reflection of service hours, and letters of recommendation will make an impressive addition to their senior exit portfolio. Ultimately, these experiences will build lasting memories inspiring a commitment to their community which, hopefully will, one day, extend globally.

Students are required to complete a total of 20 community service hours annually and to have completed 80 community service hours before graduation. Community service hours must be submitted in the same school year in which they were served. Students should perform their community service at an accepted non-profit organization (e.g., school, library). To obtain permission to receive credit for hours at a location that is NOT a non-profit requires prior approval from the school administration. **All community service hours should be completed and submitted by the day students are back following spring break of their senior year.**

REQUIRED COMMUNITY SERVICE HOURS

Grade incoming	Total Community service hours due
9 th	80
10 th	60
11 th	40
12 th	20

REPORTING YOUR COMMUNITY SERVICE HOURS

Students can obtain the Community Service Verification form from the Front Office. Forms should be completed and turned in to the designated representative.

UNIVERSITY & COLLEGE ADMISSION REQUIREMENTS

NOTE: Some UC and CSU campuses are impacted, and some major areas at some campuses are highly competitive and can only accept limited numbers of students each year. For acceptance to these campuses and into these majors, students must possess academic qualifications that go well beyond the minimum admission requirements summarized in the following pages.

UNIVERSITY OF CALIFORNIA (UC)

All UC campuses have the same undergraduate admission requirements. (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, San Diego, San Francisco and Santa Cruz. Some schools are more selective than others.)

A-G Subject Requirements: To satisfy this requirement, you must have successfully completed a specific sequence of high school courses in the subjects listed below. To be accepted by the University, they must appear on a list certified by your high school principal as "Courses to Meet Requirements for Admission to the University of California." Your counselor or principal will have a copy of this list. This list is available on the UC website at <http://www.ucop.edu>.

The grades you earn in the A-G subjects taken in the tenth and eleventh grades are the only grades the University will use to calculate your grade-point average for admission. It will take 15 units (one unit is equivalent to a one-year course) of high school work to fulfill the subject requirement. At least 7 of the 15 units must have been earned in courses taken during the last two years of high school.

- a. United States History and/or U.S. Government and World History: Two years required; three years recommended.
- b. English Composition, Literature, etc.: Four years required; maximum of one year in the 9th grade allowed.
- c. Mathematics: Three years of Mathematics – Integrated Math 1, 2 & 3 (or applicable Algebra, Geometry, or Algebra 2 course) required; four years recommended.
- d. Laboratory Science: Biology, Chemistry, Physics, etc. Two years required; three recommended.
- e. Language other than English: Two years of same foreign language required; three recommended
- f. Visual and Performing Arts. One year required.
- g. College Preparatory Elective Courses: One year required. This course must be chosen from any of the following areas: Social Science, English, Advanced Math, Laboratory Science, Foreign Language and specified advanced visual and/or performing arts courses. (See UC approved list.)

YOU MUST ALSO HAVE COMPLETED ALL A - G SUBJECTS WITH SATISFACTORY GRADES OF "C" OR BETTER. EARN A GPA OF 3.0 OR BETTER (3.4 IF YOU'RE A NON RESIDENT) IN THOSE COURSES, WITH NO GRADE LOWER THAN A "C". ELD COURSES IN READING AND LANGUAGE ARTS DO NOT COUNT TOWARD UC/CSU (EXCEPT ELD ADV). TAKE THE ACT WITH WRITING OR THE SAT REASONING TEST BY DECEMBER OF YOUR SENIOR YEAR.

CALIFORNIA STATE/POLY UNIVERSITY (CSU)

Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Maritime Academy, Pomona, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, and Stanislaus. **Subject Requirements**

- a. Two years of History (U.S. and/or U.S. Government and World History)
- b. Four years of college preparatory English.
- c. Three years of Mathematics. (Integrated Math 1,2 & 3 or applicable Algebra 1, Geometry, Algebra 2 courses)
- d. Two years of a laboratory Science.
- e. Two years of a language other than English.
- f. One year of visual and performing arts. (fields of art, music, drama, humanities)
- g. College Preparatory Electives – (additional year chosen from the University of California 'A-G' list)

YOU MUST COMPLETE ALL 15 SUBJECT REQUIREMENTS WITH SATISFACTORY GRADES OF "C" OR BETTER!

Examination Requirement: To satisfy this admission requirement, you must submit scores from the standardized tests described below:

One aptitude test, either a or b:

- a. The Scholastic Aptitude Test (SAT)
- b. The American College Test (ACT)

COLLEGES, UNIVERSITIES & MILITARY ACADEMIES

COMMUNITY COLLEGES

Any high school graduate or any adult 18 years of age or over, who can show evidence that he/she can benefit from the instruction, may be admitted to the community college. Math and English placement tests must be taken at the college to determine proper placement in basic subject areas.

PRIVATE COLLEGES & UNIVERSITIES

Private colleges vary in their entrance requirements. It is important that you check their catalogs very carefully. Discuss your situation with your counselor. You must determine whether you will meet entrance requirements; it is wise to apply to more than one college since you may not be accepted by your first choice. The counseling office has excellent resources on all independent colleges and universities in California.

MILITARY ACADEMIES

1. Submit an application on or before September of the year prior to high school graduation. Preferably a student should begin application for nomination procedures in March or April of junior year.
2. Be at least 17 years of age and not have passed one's 22nd birthday.
3. Be a resident of the Congressional District.
4. Be of good moral character.
5. Be unmarried or never have been married.
6. Be in the upper third of his/her class and score above 1800 on SAT.
7. Not be suffering from an obvious physical defect that is not correctable.

Nominations are based upon scholastic aptitude, counselor recommendation, a personal interview by the service academy's review board, and competitive selection by the academy.

COLLEGE OPPORTUNITY PROGRAM ELIGIBILITY

First time College goers will take the college course recommended to them by their NOVA Academy ECHS counselor and will take their college course during the Fall or Spring semester.

Textbooks will be purchased for college courses sponsored by NOVA.

Community College

NOVA Academy Early College High School (Santa Ana) will offer two avenues for participation in dual enrollment programming: 1) University-Transfer Pathways and 2) Career Education Pathways.

1. *University-Transfer Pathways* will permit students with a GPA of 2.7 or higher to enroll in a wider selection of academic courses, identified for their UC/CSU transferability and compatibility with four-year degree programs.
2. *Career Education Pathways* will allow students with a GPA of 2.0 or higher to enroll in a curated selection of college classes, approved by NOVA Academy as part of an existing sequence of Santa Ana College courses leading to a vocational certificate or career-based degree.

NOVA Academy-Coachella will offer early college programming to students meeting the minimum program entry requirements and enrolling in courses approved by the administration.

The following criteria must be met at the second grade report and end of semester report cards prior to college enrollment.

1. For Santa Ana students enrolling in only approved Career Education college courses, a minimum GPA of 2.0 is required.
2. For Santa Ana students enrolling in any college courses other than the approved Career Education classes, a minimum GPA of 2.7 is required.
3. For Coachella students enrolling in any early college courses, a minimum GPA of 3.0 is required.
4. No “F” grades on grade reports and end of semester report card.
5. No N=Needs improvement or U=Unsatisfactory marks for Citizenship and Work Habits on grade reports and end of semester report card.
6. On time submission of all required paperwork as requested by college counselor (e.g. Teacher Recommendation, Student Self-Assessment, Career Advanced Placement forms, etc.).

Failure to meet ANY of the above criteria at each grade report and at end of semester report card will result in a lost opportunity for college enrollment the following college semester (e.g. fall, spring & summer).

College Eligibility for Santa Ana

Students who are close to qualifying for college but fall short of the eligibility requirements at the progress report may request to be put on NOVA’s sponsorship list if they meet all criteria by the end of the semester. Prior to enrolling in a college course, students must contact the school counselor to request that NOVA sponsor the costs associated with the college course and complete all required paperwork. Those who do not qualify at the end of the semester may choose to take a course at SAC at their own expense.

University Online and On-Campus Program

This program is by invitation only and space is limited. The following criteria must be met for a student to be considered for the program.

1. Must be in the 11th or 12th grade while enrolled in the program.
2. Total overall weighted GPA of 3.3 or higher.
3. Solid academic foundation and achievement shown by grades in Honors, Advanced Placement (AP) classes and college course work.
4. Must be recommended by a teacher or counselor.
5. A high level of interest in the program as evidenced by a personal statement of purpose.
6. No “F” grades on grade reports and end of semester report card.
7. No N=Needs improvement or U=Unsatisfactory marks for Citizenship and Work Habits on grade reports and end of semester report card.
8. No more than five unexcused tardies in all classes, including Family, combined per semester.
9. On time submission of all required paperwork as requested by college counselor (e.g. Teacher Recommendation, Student Self-Assessment, application, etc.).

Course offerings will include only courses which are transferable for unit and subject credit toward the Bachelor’s Degree at all UC campuses.

F.L.E.D.G.E. Program (Final Leap for Eagles Daring to Gain Education)

Seniors in their Fall semester will be invited to participate in the F.L.E.D.G.E. Program. Students will have the opportunity to enroll in a college course provided on campus to assist them in preparing for their transition after high school. Course name and availability may vary.

University of California Irvine (UCI) Online Early College Program (OEC) Program Specific

A student who meets the aforementioned criteria and who is successfully enrolled in the UCI OEC will be considered for a scholarship to cover all course expenses (enrollment fee of \$500 and book fees averaging \$150).

NOVA Academy Early College High School reserves the right to alter eligibility requirements for the college opportunities.

College Textbooks

1. Student must completely fill out the College Textbook/Supplies Request form and return it to the NOVA Academy ECHS counselor.
2. Student must attach a copy of the course syllabus to the College Textbook/Supplies Request form.
3. Student will sign for textbook and supplies when issued and returned.
4. Textbook will be issued within 2 school days of having submitted the form, as long as they are available at the college bookstore.
5. If textbook is damaged or not returned, student will be responsible for the full cost of replacing the textbook.

COLLEGE PARTICIPATION EXPECTATIONS

1. Student is responsible for being on time in the lobby and/or front office for transportation to and from college during the school day.
2. Call the school office regarding your absence and bring a note on the day of your return. (Please refer to the ATTENDANCE section for further clarification).
3. All assignments must be turned in on the required due date. In the event of an absence, EMAIL your assignment to your professor prior to the due date.
4. **Attendance is required** at NOVA Academy ECHS if the course is scheduled during the school day and there is no class that day (e.g., on Fridays). **Bring assignments, including reading, textbook, notes and write down questions you may have for your counselor and/or peers.**

5. If you are having difficulty with the subject matter be sure to speak with your college professor regarding your questions.
6. It is highly recommended that students work in study groups, attend tutoring, and participate in extra credit as approved by the professor to ensure success.
7. Failure to attend scheduled courses will result in the forfeiture of future enrollment in college courses.
8. Student is required to submit two progress reports per semester.

Unscheduled College Activities

1. If you need to be transported to college outside of your regularly scheduled time, fill out an Unscheduled College Activities Form available from your counselor.
2. Submit form to the College Counselor for approval.
3. If a high school class is missed, the student is required to make up missed assignments.

DROP or Withdrawal from a Course

1. Student is responsible for checking the college's website for the instructional calendar's important dates pertaining to Dropping and Withdrawing from a course.
2. More than two Withdrawals from a College Course will result in at least a one semester break from college attendance.

Earning a grade lower than a "C"

In the event that a student earns a grade lower than a "C" in a College Course, the student will not qualify for a college course in the subsequent semester.

GENERAL STUDENT INFORMATION

ACADEMIC HONESTY

Academic honesty is a fundamental principle of scholarship. Academic dishonesty includes, but is not limited to such things as cheating; inventing false information or citations, plagiarism, and helping someone else commit any such act.

Content of research papers is expected to provide a means to distinguish a student's own work from the work and ideas of others. Credit must be given to the source of the ideas or words of another. Students are expected to do their own work on tests and on independent homework assignments, giving assistance to other students is only with the permission of assigning teacher and/or peer tutors.

Students will be encouraged to learn together, for example, in study groups furthering their knowledge and understandings by interaction, cooperation and sharing. However, evidence of that learning demonstrated by work to be assessed by the teacher will be the responsibility of the individual student and is to be arrived at independently.

NOVA Academy ECHS considers plagiarism and falsification of documents, including documents that are not academically related, a serious matter and will result in disciplinary and/or academic consequences.

Cheating is using or attempting to use unauthorized materials, information, or study aids in an academic exercise. Plagiarism is representing the words or ideas of another as one's own in an academic exercise. Any student who helps another student fabricate, cheat, or plagiarize will be considered to have committed the same offense.

Consequences may include and are not limited to:

1. Written warning of misconduct in Aeries by the teacher and/or Administration and a zero on the assignment.
2. Call to parent/guardian of student by teacher and/or Administration.
3. Recommendation for Disciplinary Probation, Suspension, or Removal from NOVA Academy ECHS.

The school may impose appropriate consequences at any stage deemed necessary.

GRADING POLICY

1. Grades must consistently reflect a continuum of mastery-based achievement and mastery.
2. Learning objectives will be clearly communicated for each formal and informal assessment within each unit of study.
3. Students will have the opportunity to track and reflect on their progress of the standards.
4. Informal assessments will be weighted less than formal assessments dependent upon grade level.
5. Formal assessments are the primary factor in academic grades. Behavior, attendance and work habits are not included in academic grades but are reflected in Citizenship and Work Habits grade given for each course.
6. In order to ensure equity, departments will establish mastery-based common criteria for student work and assessments.
7. If a student has made a reasonable attempt to complete an informal assessment, as determined by teacher, the student shall be allowed to re-do or complete an alternative assignment to re-master content for a higher score.
8. Teachers shall allow students to retake formal assessments within the guidelines established by the department/teacher at the beginning of the course. Final Exams are not included in this and may not be retaken.
9. Extra credit may only be offered under the guidelines established by the teacher, and may only be given for standard mastery.
10. No single assignment or assessment shall exceed more than 15% of student’s overall semester grade (including final assessment).
11. Teachers will base their grades on the following:

Class Division	Weight of Formal Evaluation	Weight of Informal Evaluation	Final Evaluation
Lower	60%	40%	

9 th & 10 th	<i>Examples: Tests, quizzes, unit exams, science fair, projects, final essays, finals, etc.</i>	<i>Examples: Standard based practice, drafts, peer edits, observations, questioning, discussion, entrance/exit tickets, think-pair- share, class activities, etc.</i>	<i>Final Evaluations are to be given at the end of each semester and should weigh no less than 10% and no more than 15% of a student's overall Formal Evaluation grade</i>
Upper	70%	30%	
11 th & 12 th	<i>Examples: Tests, quizzes, unit exams, finals, science fair, projects, final essays. etc.</i>	<i>Examples: Standard based practice, drafts, peer edits, observations, questioning, discussion, entrance/exit tickets, think-pair-share, class activities, etc.</i>	<i>Final Evaluations are to be given at the end of each semester and should weigh no less than 10% and no more than 15% of a student's overall Formal Evaluation grade</i>

GRADING SCALE

Letter Grade	Percent Range	Descriptor	Achievement Level Descriptors	Rubric Scores
A+	97% - 100%	More complex learning goal. An "A" means the student shows mastery of content above grade level rigor with in-depth inferences and applications that go beyond what is taught in class.	Exceeds	4
A	93% - 96%			
A-	90% - 92%			
B+	87% - 89%	Target learning goal. A "B" means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Meets	3
B	83% - 86%			
B-	80% - 82%			
C+	77% - 79%	Simpler learning goal. A "C" means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Nearly Meets	2
C	73% - 76%			
C-	70% - 72%			
F	1% - 69%	An "F" means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.	Does Not Meet	1

REPORT CARDS

Progress reports are issued twice per semester. Two report cards are issued annually, one at the end of each semester. The final report card, issued at the end of the semester will be recorded on the student's permanent record.

ACHIEVEMENT LEVEL DESCRIPTORS

Achievement Levels were determined by the Smarter Balanced Assessment Consortium. Students fall into one of four categories of performance called Achievement Levels. These categories are defined by Achievement Level Descriptors, the specifications for what knowledge and skills students display at each level (i.e., Level 1, Level 2, Level 3, and Level 4). We refer to these categories as Levels, but each Smarter Balanced member state refers to them in different ways, such as “novice, developing, proficient, and advanced.” Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.

High School Mathematics Reporting Achievement Level Descriptors	English Language Arts/Literacy Reporting Achievement Level Descriptors
Level 4 - Exceeds The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	Level 4 - Exceeds The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit bearing college coursework after high school.
Level 3 - Meets The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	Level 3 - Meets The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit bearing college coursework after completing high school coursework.
Level 2 – Nearly Meets The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	Level 2 – Nearly Meets The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit bearing college coursework after high school.
Level 1 – Has Not Met The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	Level 1 – Has Not Met The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit bearing college coursework after high school.

WORK HABITS & CITIZENSHIP GRADES

1. Work habits and citizenship are reported separately from academic grades.
2. Work habits are based on a student’s responsibility for completing assigned work, including completing work that is missed due to absences, suspensions, or assignments to alternative learning centers, including school suspension.
3. Citizenship is based on compliance with site expectations for student behavior.

Grade	Work Habits	Citizenship
O (Outstanding)	Completes all assignments, including standard based practice	Consistently high compliance with site and district expectations for behavior
S (Satisfactory)	Completes at least 70% of assignments, including standard based practice	Generally complies with site and district expectations for behavior
N (Needs Improvement)	Completes some assignments, including standards-based practice	Needs to improve compliance with district and site expectations for behavior
U (Unsatisfactory)	Completes few assignments, including standards-based practice	Extremely poor compliance with district and site expectations for behavior

MASTERY-BASED PRACTICE (previously known as homework)

Mastery-based practice shall be meaningful and be purposely aligned to the mastery of core curriculum and content standards. Mastery-based practice can be expected to be completed during class time and/or during student’s own time (at home, during office hours, link, etc.) and grades are considered informal evaluation grades. Mastery-based practice shall be prescriptive and differentiated to meet the needs of teachers’ diverse student populations. Assignments may vary with subject, but need to be designed so students may do one or more of the following:

1. Practice and reinforce fundamental skills to meet course standards, objectives and skills.
2. Aid in processing needed information to demonstrate subject matter mastery.
3. Provide an opportunity to increase their learning ability through independent experiences with resources found outside of a classroom setting.
4. Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget their time effectively and work independently.
5. Engage in shared learning experiences with family members at home.
6. Enhance concepts taught in class and may reinforce real world applications.

GRADING MASTERY-BASED PRACTICE

Mastery-based practice will be graded and will be part of the informal evaluation section of the overall grade along with other formative measures. Grading varies with specific assignments. For example, some assignments may receive a rubric score, letter grade, percent score, points for completion, full credit, partial credit, or no credit depending upon the accuracy and completion of work. Dependent upon the assignment, students may receive one or more of the following forms of feedback in a timely manner:

1. Direct instructional feedback when completed work practice is reviewed in class.
2. Graded work returned with relevant and meaningful written comments and feedback.
3. Peer evaluations with clearly outlined objectives and responses.

MAKE-UP WORK

Students who miss school coursework because of excused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. Teachers shall set a reasonable time frame for when missing assignments are to be completed and turned in. Students who miss school work because of unexcused absence may or may not be given the opportunity to make up work, which will be determined by the teacher.

LATE WORK & MISSING ASSIGNMENTS

Students will be allowed to turn in late work. Late work can be turned in for up to 75% credit as determined by the school campus.

For Example: If late work is only to be accepted up to two weeks (14 days) after the original due date, the late work/missing assignment window will be closed and assignments will be zeroed out in the grade book after the two week period. If an assignment is due at the end of the semester when less than two weeks are available, the student will have up until the day of their final to submit missing assignments for that time period.

If an assignment worth 100 points was due September 12th, students may turn this assignment in for late credit up until the end of the school day on September 26th. If a student turns in this assignment late and it is 100% accurate and perfectly completed, the highest grade they may receive is a 75% of 100/100 = 75/100 (75%). If a student turns in this assignment late and it is only 50% accurate, they will receive 75% of 50/100 = 37.5/100 (37.5%).

Students who habitually do not turn in work should be referred for possible interventions, including tutoring, support classes, SSTs, etc. as guided by departments and site procedures. Teachers should continue to do all in their power to ensure students are completing the work. Students and parents are integral members of the education team, and need to continue to ensure that students are completing the required assignments. When students are struggling to complete the assignments, they or their parents need to contact the teacher for additional support.

ZEROS

Students who do not make a reasonable attempt to complete an assignment/assessment, as determined by the teacher, department or administration, will receive a zero. For assignments/assessments that receive a zero, students will be allowed to make-up the work or participate in the retake of an assessment, within the guidelines established by the teacher at the beginning of the course and as outlined in the “Late Work & Missing Assignments” section above.

PRINCIPAL’S LIST

Principal’s List recognition is given to students who have earned a weighted GPA of 4.00 or higher in a semester. Principal’s List certificates of achievement will be issued to each student meeting the criteria.

HIGH HONOR ROLL

High Honor Roll recognition is given to students who have earned a weighted GPA of 3.50 - 3.99 in a semester. High Honor Roll certificates of achievement will be issued to each student meeting the criteria.

HONOR ROLL

Honor Roll recognition is given to students who have earned a weighted GPA of 3.0 - 3.49 in a semester. Honor Roll certificates of achievement will be issued to each student meeting the criteria.

DISTINGUISHED ACADEMIC EAGLE AWARDS

Students are nominated by their instructors during the month in their respective subject. This award honors the most outstanding student who has demonstrated leadership, excellent grades, attendance, solid work performance and a positive attitude. Award winners are recognized during school assemblies. Award winners will receive a certificate of recognition.

SOARING EAGLE AWARDS

Students are nominated by their Family advisors. This award is given to the most outstanding student who has consistently demonstrated the ability to soar beyond self. They have offered sincere service to others and have shown concern for social justice while exhibiting decision-making and leadership skills. Award winners are recognized during school assemblies or during Family class. Award winners will receive a certificate of merit.

FAMILY INTERVENTIONS

Weekly Check In - All students

The Family teacher/advisor will check grades with students on a weekly basis. Students will write down their missing assignments. Family teachers can check this frequently throughout week. Family teachers will hold students accountable for completing missing assignments.

Monthly Check In - All students

- A. Grades will be checked formally for placement into or removal from LINK.
- B. Family Intervention with Family teacher/advisor and students will take place throughout the school year. Parent outreach phone calls will occur at the end of each grade reporting period throughout the school year. Students will participate in the interventions if they meet the below criterion:
 - A grade of F in any class
 - A grade below a 73% in any class
 - 5 missing assignments in any class
 - 10 total missing assignments in all classes

LINK (Mandatory*)

NOVA Academy ECHS is committed to **linking** teachers to students and connecting students to their peers in order to provide the greatest opportunity for high school and college success. *LINK will only be mandatory for students who need academic support. It will be updated at each grade reporting period to ensure all students have access to additional support when needed.

Students will be evaluated on a regular basis to determine if they will be placed in or removed from LINK.

LINK CRITERIA - evaluated on predetermined days of each month

- A grade of F in any class
- A grade below a 73% in any class
- 5 missing assignments in any class
- 10 total missing assignments in all classes

ACADEMIC IMPROVEMENT PLAN/ACADEMIC PROBATION

Students who earned a semester Grade Point Average (GPA) of 2.0 or below will be on an Academic Improvement Plan (AIP) the following semester. The AIP will include:

1. Meeting with student, parent/guardian and Administration to discuss the following:
 - a. Reasons for poor academic performance
 - b. Possible solutions to correct poor academic performance
2. Weekly and Monthly grade checks by Family teacher. Please refer to FAMILY INTERVENTIONS section of Student Handbook regarding Weekly Check In and Monthly Check In.
3. Possible placement into LINK. Please refer to LINK section of Student Handbook.
4. Parent/guardian will utilize the Parent Portal to monitor their student’s grades at least weekly.

At the end of the semester, when the student has raised their semester GPA to or above a 2.0, they will no longer be at risk of being placed on Academic Probation.

If the student’s semester GPA remains below a 2.0 at the end of the semester, the student will remain on an AIP. The student and parent/guardian will sign a contract stating that the student will adhere to the prescribed criteria agreed upon by school administrators, counselors and parent/guardian. Overall student progress will continue to be evaluated on a weekly basis through FAMILY INTERVENTION and regular meetings with an administrator. At the end of the semester, when the student has raised his/her semester AGPA to or above a 2.0, student will be removed from the AIP. If student does not raise his GPA to a 2.0 or above after one full semester, student will be placed on Academic Probation for the next semester.

Students who are continuing to achieve below a 2.0 grade point average after being place on AIP will be placed on Academic Probation. Students on Academic Probation are provided with weekly progress reports that provide vital information on their progress as well as giving teachers information for the planning of instructional strategies to meet their needs.

POSITIVE BEHAVIORAL SUPPORT PLAN

Belief in the individual’s capability for behavioral change leads NOVA Academy ECHS School administrators and teachers to a commitment of assisting the student in improving him/herself as both a student and a member of the school community. The possibility for constructive change of behavior is based on the recognition and acceptance of the principle of individual responsibility. Behavioral issues in the classroom will be handled by the teacher. If behavior does not improve, then the student will be referred to an Administrator or his/her designee. The student, his/her parent/guardian, and an Administrator will create a positive behavior support plan to best meet the needs of the individual student.

TIER 1: UNIVERSAL BEHAVIOR SUPPORT

ACTION	WHO
Standards-based rigorous instruction	Teacher
Firm, fair, and corrective behavior management in classroom	Teacher
Positive and proactive de-escalation in classroom	Teacher
Effective classroom management	Teacher
Positive reinforcement	Teachers & Staff
Active monitoring and supervision in and out of classroom	Teachers & Staff

Positive and negative parent phone calls	Teachers & Staff
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TIER 2: SELECTED BEHAVIOR SUPPORT

ACTION	WHO
Weekly parent phone check in	Parent, Teacher, Admin
Work/Study/Service	Student
Weekly parent classroom observation	Parent
Peer mediation	Peer Counselors, Students, Admin
Initial behavior contract	Student, Parent, Admin, Teacher
Other support as needed	To be determined

TIER 3: TARGETED AND INTENSIVE BEHAVIOR SUPPORT

ACTION	WHO
Weekly parent phone check in	Parent, Teacher, Admin
Work/Study/Service	Student
Weekly parent classroom observation	Parent
Peer mediation	Peer Counselors, Students, Admin
Official behavior contract and/or Final behavior contract	Student, Parent, Admin, Teacher
Student Success Team	Student, Parent, Teacher, Counselor, Admin
Follow up contract meeting	Student, Parent, Admin

MEAL POLICY

Food and drinks must be consumed in designated areas, with the exception of approved activities. Littering is unacceptable. **Students may not leave campus during breakfast or lunch.**

- Students are to eat only in the designated eating areas on campus. **Any food/beverages removed from designated areas will be confiscated and discarded.**
 - Eating in the lobby/front office is prohibited without prior approval.
 - Eating in a teacher’s classroom requires prior approval of said teacher.
- Students are expected to deposit trash in the receptacles provided.
- All outside food must be preapproved by and checked in at the office.
 - Outside food must not be shared with other students without prior approval from an administrator.

- Approval for large food orders for clubs, parties, and other events require at least a week’s notice to site administration.

FREE AND REDUCED PRICE MEALS

NOVA Academy ECHS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the NOVA Academy ECHS website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)

What is the CHSPE?

- The California High School Proficiency Examination (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. The CHSPE consists of two test sections: mathematics and English-language arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. The test is given in English only.

Who is eligible to take the CHSPE?

You may take the CHSPE *only if* on the test date, you:

- Are at least 16 years old, *or*
- Have been enrolled in the tenth grade for one academic year or longer, *or*
- Will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year.)

There is at least one test administration center in most California counties; some counties have more than one test administration center. A list of the counties and test centers may be found on the Internet at <http://www.chspe.net/about/locations> or in the CHSPE Information Bulletin also available on this Website.

Certificate of Proficiency

California law requires that the Certificate of Proficiency be equivalent to a high school diploma. Institutions that are subject to California law and that require a high school diploma must accept a Certificate of Proficiency. A student who receives a Certificate of Proficiency may, with verified parental approval, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. Speak to your school counselor to understand the benefits of the Certificate of Proficiency. This certificate meets the federal financial aid requirement of a high school diploma or equivalent. If you are planning to continue your studies in a college or university, contact the admissions office so that you may understand its requirements and whether or not the CHSPE certificate will be accepted.

For more information:

Additional information about the CHSPE is located on the Web at <http://www.chspe.net> or by calling 866-342-4773.

CLASS/COURSE PROGRAM CHANGES

Students are encouraged to work out their class schedules with a counselor, teachers and parents prior to registration, as it will be difficult to make program changes after the semester begins. The following guidelines will be observed regarding program changes.

1. Student initiated changes for schedule errors and improper class placements will be made during the **FIRST WEEK OF THE SEMESTER.**
2. Students at the Santa Ana campus have TWO WEEKS from the first day of school to request to change a class to a different class (e.g., Yearbook to Drama) or a different level (e.g., Honors Biology to Biology). After the first two weeks of school, students will NOT be able to change classes as there will be too much curriculum missed in the new course. Changes can be made on a space available basis and requests may not always be possible. Students at the Coachella campus have ONE WEEK from the first day of school to request to change a class to a different class or a different level. Teachers at Coachella have TWO WEEKS to make a change request. For honors level changes at Coachella, students need to take their request to their teacher first for approval. If approved, the teacher will bring the request to counseling to make the change.
3. School-initiated changes related to class placements or class withdrawals will be made at the discretion of the principal or his/her designee.
4. School initiated college course Drops will have a designated a "W" (Withdrawal) on the transcript. Students are required to meet with their counselor prior to Dropping or Withdrawal from a college course. Please refer to the COLLEGE PARTICIPATION EXPECTATIONS section of Student Handbook.

Class/course changes must be academic in nature. Changes to accommodate a student because they do not like an instructor or cannot get up early are not acceptable reasons to change a class/course.

Course Descriptions

The descriptions and instructional aims of every course offered by NOVA Academy ECHS are available upon request.

CLOSED CAMPUS

Students are not permitted to leave campus once they arrive, for any reason, without permission granted through the office. Students may ONLY leave campus with an adult designated on their EMERGENCY INFORMATION/MEDICAL RELEASE. THE PARENT/GUARDIAN OR EMERGENCY CONTACT PERSON MUST PRESENT A VALID ID TO PICK UP STUDENT.

Any person waiting in the parking lot during the day may be approached for safety reasons. Any person who brings a student an item during the day should label it and drop it off at the office. All visitors, including alumni, must report to the office immediately upon arrival to the school. Please refer to VISITORS ON CAMPUS section of the Student Handbook.

DEBTS

School debts are submitted to the office and entered into the student's account. This account then becomes "frozen" until all debt is resolved. Examples of debt include, but are not limited to: lost, willfully damaged or non-returned school and college books, returned checks, etc. To clear this debt, the item(s) and/or payment must be submitted to the office. Outstanding debt with the school may result in a delay in student services. NOVA Academy ECHS will notify the student's parent/guardian and provide the student with due process before NOVA Academy ECHS withholds the student's grades, diploma, or transcripts. If a student and/or parent are unable to pay for the damages, or to return the property, NOVA Academy ECHS will provide a program of voluntary work for the student in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released. Additionally, participation in school

sponsored extracurricular activities may be prohibited until debt is resolved. If there is a discrepancy, please check with the office.

EARLY RELEASE

Seniors may qualify for Early Release and take one fewer class during senior year. To qualify, seniors must maintain academic and attendance eligibility:

1. Need no more than 30 credits to graduate
2. Have an overall and last semester GPA of 2.50 and continue to maintain a 2.50 GPA
3. Owe no more than 20 Community Service hours
4. Accrue no more than 10 tardies during 2nd semester 11th grade

EMERGENCY PREPAREDNESS

In the event of a major earthquake, any other disaster, or a Lock-Down situation wherein students need to be picked up, all students are required to remain on campus until a parent/guardian or the emergency contact person listed on their EMERGENCY INFORMATION/MEDICAL RELEASE form picks them up. THE PARENT/GUARDIAN OR EMERGENCY CONTACT PERSON MUST PRESENT A VALID ID TO PICK UP STUDENT.

In the event of a Lock-Down, students will not be allowed to leave campus until an all clear is given to the school by authorities.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 5 business days after the day the NOVA Academy ECHS receives a request for access. Parents or eligible students should submit to the NOVA Academy ECHS Chief Executive Officer or designee a written request that identifies the records they wish to inspect.

The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask NOVA Academy ECHS to amend a record should write NOVA Academy ECHS Chief Executive Officer or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If NOVA Academy ECHS decides not to amend the record as requested by the parent or eligible student, NOVA Academy ECHS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by NOVA Academy ECHS 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 NOVA Academy ECHS Board of Directors. A Charter School official also may include a volunteer or contractor outside of NOVA Academy ECHS who performs an institutional service of function for which NOVA Academy ECHS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, 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 Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

1. To other Charter School officials, including teachers, within the educational agency or institution whom NOVA Academy ECHS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
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, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the

requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).

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. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information NOVA Academy ECHS has designated as “directory information” under §99.37. (§99.31(a)(11)).
10. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)).
11. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. NOVA Academy ECHS has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received

13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want NOVA Academy ECHS to disclose directory information from your child's education records without your prior written consent, you must notify NOVA Academy ECHS in writing at the time of enrollment or re-enrollment. Please notify the Chief Executive Officer at:

Renee Lancaster
Chief Executive Officer, NOVA Academy
500 W. Santa Ana Blvd
Santa Ana, CA 92701

TEACHER QUALIFICATION INFORMATION

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

FIELD TRIPS

NOVA Academy Board approved field trips may be a part of class activities at NOVA Academy ECHS. Permission slips will be provided and must be returned to the coordinating school staff member. School dress code and code of conduct rules are in effect for all field trips. Field trips may have attendance criteria including grades and citizenship.

INDIVIDUAL STUDENT PLAN (ISP)/COLLEGE PATHWAYS

Every student who attends a NOVA Academy ECHS is actively involved in his/her education. Therefore, it is essential that the student provides an update to his/her ISP at least once per semester. **Your ISP is your road map and resume for your college/university application.**

LOST AND FOUND

NOVA Academy ECHS is not responsible for lost or damaged articles. All lost items may be claimed before or after school. At the end of the month, all clothing items remaining in Lost and Found which have not been claimed will be donated to charity.

PHYSICAL EDUCATION

The NOVA Academy ECHS Physical Education (P.E.) Department requires a dress code for all students enrolled in the regular program. P.E. attire is available during orientation or through the school. No buckles, snaps, zippers, or pockets are allowed on athletic shorts. Socks and athletic shoes must be worn. If you have any questions regarding the school's approved P.E. attire, you may contact the P.E. teacher. Students need to refer to their class syllabus for the NON-SUIT POLICY.

RETURNED CHECKS

Please resolve any returned checks immediately. Cash or money order must be returned to the office to cover the amount of the check (unless it was for a voluntary donation), plus the bank fee. Returned check fees are a debt on the student's account. Failure to resolve the matter promptly may result in the student's loss of purchased items in order to recover funds from returned checks (e.g. yearbook, ASB activities, AP tests, etc).

HOURS

The school office is open from 7:30 am to 4:00 pm Monday-Friday. Parents are expected to arrange for student transportation to and from school daily. Apart from supervised school activities, students must vacate the premises after school. Students are expected to leave the campus when the school sponsored activity ends.

TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress (CAASPP)

- **Smarter Balanced Assessment Consortium Assessments**

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.

- **California Science Tests (CAST)**

The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.

- **California Alternate Assessments (CAA)**

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

- **Standards-based Tests in Spanish (STS) for Reading/Language Arts**

California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer-based assessment that is aligned with the California CCSS en Español.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram[®]. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Advanced Placement (AP) Tests

Students are encouraged to take the test for every AP class for which they are enrolled. The AP exam allows students to realistically determine their level of understanding of the content. Additionally, AP exams provide students valuable experience with testing in a college environment. While the school pays a portion for tests for some economically disadvantaged students, while able to do so, the school will cover this cost as long as possible to provide students with this valuable experience. Students who register for an AP test but do not take the test will be charged the cost incurred by the school, which would be \$47 or more per test.

CAL GRANT NOTICE

NOVA Academy ECHS is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent, if the student is under 18) has opted out by or before February 1.

TEXTBOOKS

High School Textbooks are issued free of charge to students. However, students are responsible for the care and return of these books. Students will be charged accordingly if books are lost, stolen or damaged beyond normal wear. Every student will sign a textbook authorization form accepting full responsibility for their textbooks. Please refer to COLLEGE PARTICIPATION EXPECTATIONS section in Student Handbook regarding College Textbooks.

VISITORS ON CAMPUS

Visitors are not permitted on campus or at school activities without prior authorization and/or a specific purpose. All visitors (including alumni) must report to the office and sign in upon arrival. A Visitor's Badge must be worn in clear view if presence is approved by an administrator.

PARENT ESCORTS

Parents are welcome to escort and accompany their children to school in order to encourage better attendance and behavior in class. Parents must provide 24 hour notice in order to escort students to school. Each student may have up to three parent escort days per school year.

WORK PERMIT APPLICATIONS

Students interested in obtaining work-permit applications should request the necessary form from the School Office.

YEARBOOK

Yearbook sales will be announced throughout the year, and will be sold during registration and at other designated times.

CHROMEBOOK AND COMPUTER USE

The purpose of Chromebook and computer use is for academic pursuits. Users have a right to expect a quiet, clean environment that is conducive to learning. These guidelines are intended to outline the responsibilities of Chromebook and computer use.

- No food or drinks are permitted where Chromebooks or computers are in use.
- Students may only use Chromebooks or computers when supervised by a staff member.
- NOVA Academy ECHS assumes no responsibility for any lost or stolen data including thumb drives.
- Downloading or installing programs on Chromebooks or computers is strictly prohibited. Any information saved or installed will be removed once the system is rebooted.
- **Users are responsible for saving documents on their own media.**

- Use of equipment to view or download materials may require the user to demonstrate the educational or research purpose for such use.

INTERNET/TECHNOLOGY POLICY

NOVA Academy ECHS recognizes that local and wide area network services offer a wide variety of opportunities to further goals and objectives and, therefore, provides network access to its staff and students. Access to this vast resource of information is an opportunity requiring responsible use by each individual. As such, every NOVA Academy ECHS user should act in an ethical and legal manner consistent with NOVA Academy ECHS goals and objectives and should conform to appropriate use and network etiquette that includes being polite, using appropriate language, and respecting the privacy of others.

The local and wide area networks provided by NOVA Academy ECHS include networked computers in offices, schools and other facilities, and the Internet, which gives access to computers around the world. Opportunities provided by this network may include:

- Access to information from sites around the world
- Discussion groups on a wide variety of topics consistent with NOVA Academy ECHS goals and objectives.
- Research and distance learning
- Development of curriculum

Users of NOVA Academy ECHS network services should remember that the level of confidentiality of NOVA Academy ECHS computers may not be the same as that expected when using their own equipment or Internet services. E-mail files and other Internet records may be examined for educational and administrative purposes and to verify that acceptable-use guidelines are being followed.

NOVA Academy ECHS has taken reasonable steps to ensure that network use is only for activities that support NOVA Academy ECHS goals and objectives. Use of the NOVA Academy ECHS network or the Internet is a privilege which may be revoked at any time for inappropriate conduct.

ONLINE CONDUCT

Inappropriate conduct includes, but is not limited to:

- Using the network for illegal activities, including unauthorized installation, use, storage, or distribution of copyrighted software or materials in violation of copyright laws.
- Using the network for personal financial or commercial purposes.
- Using the network for political activities.
- Accessing or distributing files that contain pornographic materials or obscene or harmful matter as defined in California Penal Code Section 313 (a).
- Unauthorized use of another individual's name or password or allowing another user access to your account or password.
- Providing another individual's e-mail address or other personal information.
- Violating privacy rights and/or accessing information of other individuals.
- Vandalizing, debilitating, or disabling equipment or data.
- Sending or exchanging messages that are inconsistent with NOVA Academy ECHS policies.

ONLINE RESPONSIBILITY

As a user of the NOVA Academy ECHS wide area and local area networks, I agree to:

- Report any known misuse of the network to the responsible person.
- Use my network access in an acceptable manner, following all district rules and regulations regarding network use, including being polite, using appropriate language and respecting others' privacy.

- Use online time and other network resources efficiently.

Students who violate the *Network/Internet Acceptable Use Agreement*, misuse electronic resources, or violate state or federal laws may be subject to disciplinary action including loss of access privileges and/or legal action. We support the parent or guardian's right to authorize or decline Internet access for their student.

CAMPUS LIFE

ANNOUNCEMENTS

The announcements are read during the school day at NOVA Academy ECHS and are posted daily as well. Announcements contain important information for students, such as test dates, activities, changes of school policy, etc. Students who represent school organizations must submit items **at least one day** prior for inclusion in the announcements, with faculty sponsor approval.

CLUBS

NOVA Academy ECHS offers opportunities for leadership, planning, and means of developing pride in one's accomplishments. New clubs must be approved by the Activities Director. All clubs must meet the following requirements:

- All clubs must be open to all members of the student body.
- All clubs must have a faculty advisor who will assume responsibility for the club. **The faculty advisor must be present during all club meetings and activities.** Club meetings and activities typically meet during the school day or immediately after school, unless special arrangements are approved by the administration.

CLUB ELIGIBILITY

Co-curricular or extracurricular activities generally take place outside of classroom time. If a student is placed into LINK, they may not participate in any co-curricular or extracurricular activities outside of school hours until they are no longer mandated to attend LINK. Please refer to LINK section in the Student Handbook. Students may not miss LINK to attend any co-curricular/extracurricular activities.

Participation in clubs is a privilege, not a right. The Student Code of Conduct must be followed. The following are the general standards set by the school which must be followed in order for the student to participate in clubs.

1. Parents and athletes must sign and return an "information sheet" on concussions/head injuries and sudden cardiac arrest.
2. A physical and a medical doctor's clearance are required before there is any participation in any form of athletics, including clubs involving physical fitness activities. All physical information including the doctor's signature and doctor's office stamp must be an original copy. No copies or faxed copies will be accepted. The physical is valid one calendar year to the day. Physicals by Chiropractors are not accepted.
3. A student must have medical and hospital insurance before participating in any sport, or club involving physical fitness activities. This is required by state law. A front and back copy of your insurance card or a copy of your policy is required.
4. A student must demonstrate and maintain satisfactory citizenship without any school debt or truanancies.

All students who are a member of any club or sport must complete a transportation permission form for each specific event in which the student is participating.

DANCES & ACTIVITIES

Dances and activities are held for the enjoyment of NOVA Academy ECHS students. Guests 21 years of age or older and 8th grade or younger are not permitted to attend NOVA Academy ECHS dances. You must be a current NOVA Academy ECHS student to purchase event tickets. The purchaser must bring a copy of his/her guest's current I.D. card and a thoroughly completed/signed guest permission slip in order to purchase a guest ticket. Guests must have a current photo I.D. from their school or a valid government issued I.D. (i.e. driver's license, state issued I.D. card) for admission.

Students must be present for the entire school day in order to participate in school dances and activities.

All event attendees must dress appropriately according to the school event dress code. No alcohol, tobacco, drugs, or paraphernalia are allowed. You may be searched upon entering. Please do not bring gum, rave items, canes, pens or pencils, wallet chains, lighters, electronic cigarettes, weapons, etc. All school rules are in effect.

Procedure for event ticket purchase:

1. If bringing a guest, the NOVA Academy ECHS student must obtain a guest permission slip from the Activities Director. It must be filled out by the student, signed by the guest, and signed by that student's and guest's parent/guardian as well as the guest's school administrator (unless no longer in high school). The completed guest permission slip must be returned to the Activities Director for approval. Once approved, the student may purchase tickets.
2. Approved guest permission slip (with a copy of guest I.D.).
3. Tickets may be purchased before school, after school, and during lunch ONLY. Cash and imprinted checks are accepted.
4. Event permission slips and information will be available on the NOVA Academy ECHS websites.

POSTERS/ADVERTISEMENTS

Any student or group wishing to post or distribute notices or advertisements of any kind on school property must present them to the Activities Director for approval. Postings without approval will be removed and discarded.

STUDENT LEADERSHIP

Student Leadership is the legislative and supervisory body of the Associated Student Body (ASB). It is composed of elected and appointed student officers with oversight by the Activities Director. ASB meets to plan and facilitate extracurricular activities and support all school related functions.

STUDENT LEADERSHIP ELECTIONS

Election days will be announced in the daily announcements. Students running for office must meet NOVA Academy ECHS eligibility standards.

HEALTH

HEARING SCREENING

NOVA Academy ECHS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by NOVA Academy ECHS. A parent or guardian may file annually with the principal a statement in writing, signed by the parent or guardian, stating that the parent/guardian will not consent to a physical examination of his/her child. There upon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until NOVA Academy ECHS is satisfied that any contagious or infectious disease does not exist.

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATIONS

1. NOVA Academy ECHS does not provide a school nurse. If a student is ill, it is the responsibility of the parent to seek medical assistance. In the event of an emergency, the school may contact an appropriate emergency professional for assistance. Only prescribed medication may be administered during class periods, if necessary.
2. ALL PRESCRIPTION and ALL NON-PRESCRIPTION MEDICATIONS (aspirin, topical ointments, etc.) must be brought to school in their original packaging, left in the front office and administered by designated school personnel. A student may carry and self-administer prescription auto-injectable epinephrine if NOVA Academy ECHS receives both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing NOVA Academy ECHS and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
3. Additionally, the trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. NOVA Academy ECHS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. NOVA Academy ECHS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed. NOVA Academy ECHS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. NOVA Academy ECHS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. A student may not take non-prescription medication by himself/herself.
5. A parent consent form with doctor's approval must be on file in the office for administering of ALL PRESCRIPTION and ALL NON-PRESCRIPTION MEDICATIONS. In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than

emergency epinephrine auto-injectors, NOVA Academy ECHS shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that NOVA Academy ECHS assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.

6. The school assumes no liability for possible complications which may arise.
7. AT NO TIME is a student, or non-authorized faculty or staff member, permitted to provide or administer prescription or non-prescription medication to another student.
8. A student needing to leave the premises during the school day due to illness MUST first report to the office. Students may ONLY leave campus with an adult designated on their EMERGENCY INFORMATION/MEDICAL RELEASE form.

TYPE 2 DIABETES INFORMATION

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.

Risk Factors Associated with Type 2 Diabetes

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.

Questions: CDE Coordinated School Health and Safety Office | 916-319-0914

STUDENTS

DRIVING FOR STUDENTS

Students who drive to school must have proof of valid driver's license and proof of insurance on file with the office prior to driving to school. Failure to provide proof of valid driver's license and insurance will result in consequences which may include notification to authorities of this violation.

For **NOVA Academy ECHS**, Student parking is located in a designated area. NOVA Academy ECHS campuses are closed and students may not access their vehicles during the course of the school day.

NOVA Academy ECHS is not responsible for any damage, loss or theft to vehicles parked on or around the campus. Additionally, students and others (including parents/guardians/friends/relatives) who cause damage to property or other vehicles on or around campus will be held responsible to pay for those damages.

IDENTIFICATION CARDS

Students at the Santa Ana campus must carry their school-issued Identification (I.D.) Card to school each day. All students will have an opportunity to purchase a replacement I.D. card. Replacement I.D. cards can be obtained **BY ARRANGEMENT ONLY**, Monday - Friday, at the office for a fee of \$5. Student I.D. cards are required for the purchase of tickets for all school sponsored events, both on and off-campus (e.g., dances and skate nights), as well as admittance to these events. I.D. cards may also be required for other school programs/events.

PLANNERS

This is mandatory for all students. Student planners will be provided for students during registration.

STUDENT BUSINESS

The office is open for student business before school and after school. No student business may be conducted during class hours even if the student has a non-academic class, such as aide or P.E.

ATTENDANCE INFORMATION

NON-ATTENDANCE

Students will be dropped after the fifth day of non-attendance at the start of the school year without a valid excuse. A written notice will be sent to the student's parents indicating the date the student was dropped.

WHEN YOU ARE ABSENT

A **WRITTEN NOTE IS REQUIRED** upon the student's return (within 48 hours) to school for school records. A student **MUST** present written verification upon return to school following an absence. Failure to clear an absence in the allotted time will result in an **UNEXCUSED ABSENCE** (also considered **TRUANCY**). Please refer to the **PRACTICE POLICY Unexcused Absence: Late or Missing Assignments/Practice** section of the Student Handbook.

Students absent for five or more consecutive days, including a portion of five consecutive days, will require a doctor's note to clear the absences. Students with ten or more partial or full-day absences will require a doctor's note to clear subsequent absences.

HOW TO CLEAR AN ABSENCE

WHEN A STUDENT IS ABSENT, A WRITTEN NOTE IS REQUIRED upon the student's return to school. The office opens at 7:30 a.m. **STANDING IN LINE WILL NOT EXCUSE TARDINESS TO CLASS**. Absences must be cleared **within 48 hours** of the student's return to school.

ABSENCE CALLING SYSTEM

To provide better communication with the parents, office staff will call home when a student is marked absent in one or more classes during the day. Parents who are aware of their student's absence SHOULD CALL THE OFFICE, and **MUST ALSO** send a note when their child returns to school.

WHEN YOU NEED TO LEAVE SCHOOL

Students cannot leave campus at any time for any reason without parental consent. Leaving campus without authorization will result in work/study/service, even if a note is brought the next day.

- No student will be permitted to leave school unless parent/guardian or someone on the student's EMERGENCY INFORMATION/MEDICAL RELEASE form signs them out IN PERSON OR OVER THE PHONE.

WORK IN CASE OF EXTENDED ABSENCE

Extended absences must be approved by the principal at least two weeks in advance. A great deal of time and effort is required to prepare homework assignments for students who are absent. For that reason, it is necessary that a 72 hour notice be given to teachers in order to prepare homework. Parents should contact the office to request homework for excused absences. If the duration of the illness will be lengthy (one week or more) parents should contact the principal.

UNEXCUSED TARDIES

It is an expectation at NOVA Academy ECHS that students arrive to school and to each class period on time. This includes Family. The following consequences will be instituted for tardiness per semester.

Tardy 5: Student is no longer eligible for the following semester's College Opportunity Program if they have MORE THAN (5) FIVE UNEXCUSED TARDIES IN ALL CLASSES COMBINED, including Family, PER SEMESTER. Please refer to the COLLEGE OPPORTUNITY PROGRAM ELIGIBILITY section of the Student Handbook.

Tardy 10: Parent/Student meeting with Administrator; Attendance Contract. SARB process begins if tardies are to the first class period of the day.

NOTE: A STUDENT TARDY TO ANY CLASS IN EXCESS OF THIRTY (30) MINUTES IS CONSIDERED TRUANT TO THAT CLASS.

ABSENCES AND TRUANCIES

Excused Absences

A student absent from school under **excused** reason enumerated under **California Education Code 48205** shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments that will be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Excused absences are enumerated under **California Education Code 48205**, and include the following reasons:

- Due to his or her verified illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometric, or chiropractic services rendered.

- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty.
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- 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, and has been called to duty for, is on leave from, or has immediately returned from, deployment in a combat zone or combat support position.

EXCESSIVE EXCUSED ABSENCES

Education Code Section 60901[c][1] defines students with excessive excused absences as a *Chronic Absentee*. A Chronic Absentee is a student who is absent 10 or more days per semester (includes both excused and unexcused absences/tardies) or 10% or more total days based on total days students are enrolled in the school year.

UNEXCUSED ABSENCES

Unexcused absences are:

- Family vacations / reunions
- Religious retreats that exceed four (4) school hours
- Theme Park excursions
- Non school-related sports events / competitions
- Cruises, trips to the river, Mexico, beach trips, etc.
- Acting, movie, or commercial shoots
- Theme camps (i.e. cheer camp, dance camp, baseball camp, etc.)
- Other activities not enumerated under California Education Code Section 48205 that are deemed unexcused by the principal or a designated representative pursuant to uniform standards established by the governing board.

TRUANCIES

Pursuant to State Law (Education Code 48200 et. Seq., Penal Code 272) all students, age 6-18 years old, are required to attend school. Parents and/or students may be prosecuted for failure to follow this law. Education Code Section 48260 states that any pupil subject to full-time education who is absent from school without valid excuse more than **three days** or tardy in **excess of 30 minutes** on each of more than three days in one school year is a truant and shall be reported to the principal or designee. Possible consequences for 3 or more truantcies may include referral of the student to the District Attorney who may assess fines and impose other consequences on the parent/guardian or student such as incarceration, restriction of driving privileges, probation, and the imposition of Community Service. **Any absence that has not been verified by a parent note within 48 hours of student's return will automatically be converted to an unexcused absence.**

NOTE: A STUDENT HAVING AN UNEXCUSED TARDY TO ANY CLASS IN EXCESS OF THIRTY (30) MINUTES IS TRUANT TO THAT CLASS. **STUDENTS WHO ARRIVE TRUANT TO SCHOOL ARE SUBJECT TO WORK/STUDY/SERVICE AT THE DISCRETION OF ADMINISTRATION.**

If a student accumulates unexcused absences as outlined above, or is considered a Chronic Absentee, the student will be subject to the following, legally mandated attendance program:

STUDENT ATTENDANCE REVIEW BOARD PROCESS

First Notification of Student Truancy

Sent after 3rd Unexcused Absence or Tardy for more than 30 minutes, 10 Excessive Excused Absences OR Tardy (less than 30 minutes) on 10 or more days per semester or 10% or more total absences (including trancies) based on total days students are enrolled in the school year.

Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/guardian, by first-class mail or other reasonable means (including electronic mail or phone call), of the following (Education Code Section 48260.5):

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction (or a misdemeanor) and subject to prosecution under Education Code Section 48293 (or Penal Code Sections 270.1 and 272).
4. That alternative educational programs are available in the district.
5. That the parent(s) or guardian(s) has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
6. That the pupil may be subject to prosecution under Education Code Section 48264.
7. That the student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code Section 13202.7.
8. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Second Notification of Student Truancy

If the unexcused absences or tardies/excessive excused absences or tardies continue after the first letter has been sent, a second letter will be sent after the **sixth (6th)** Unexcused Absence or Tardy or continued Chronic Absenteeism notifying parent/guardian that a school meeting has been scheduled for the parent and pupil to discuss attendance with school officials.

Third Notification - Declaration of Habitual Truant-

****Required Meeting with District Attorney****

Sent on next (7th) Unexcused Absence or Tardy for more than 30 minutes or excessive absences or tardies.

If Unexcused Absences/Tardies, Excessive Excused Absences and/or Tardies continue after meeting with District Attorney, student and family are referred to SARB:

Education Code 48262:

- Administration schedules a SARB hearing.
- Administration issues a directive requesting the family to attend a SARB hearing.

- **SARB hearing is to determine if school is the best choice for student and/or whether case should be referred to District Attorney for further action.**
- **If parent or guardian fails to attend the SARB hearing:**
 - **An attempt will made during meeting to contact parent/guardian to encourage attendance.**
 - **A police resource officer or other designee can provide transportation to the meeting for parent/guardian.**
 - **If the above fails, the SARB hearing will continue in the absence of parent/guardian.**
 - **A SARB contract will be prepared and will be reviewed with parent/guardian by administration either at home or school.**

IF YOU HAVE QUESTIONS, PLEASE CALL THE SCHOOL OFFICE.

STUDENT SUCCESS TEAM

In an effort to support the positive actions of the vast majority of students, NOVA Academy ECHS School administrators and teachers are committed to assisting and working with the student(s) and parent(s) as needed to help build strategies for student success. This goal is often accomplished with the assistance of a student success team, which is a compilation of administrators, teachers, counseling department personnel, parents, and students.

What is the Student Success Team (SST)?

The Student Success Team is a group of people at the school who utilize a problem-solving approach to an attempt to help students to be more successful in school, at home, and in the community. The philosophy of SST is based on the belief that the school, home and community need to work together to assist the student with obstacles to his/her success in school. The Student Success Team is a group of people at the school who utilize a problem-solving approach in an attempt to help students to be more successful in school, at home, and in the community. The SST often includes the family, classroom teacher, school counselor and Administrator. Others may be asked to attend if it is believed they may assist the student in moving forward with their academic or behavioral progress.

What Makes an SST Meeting Necessary?

A student should be considered for an SST meeting when there are significant concerns about a student, be they related to education, emotional issues, social adjustment, retention, chronic truancy, tardies etc.

An SST meeting should also be considered when it is seen as useful to bring the significant people in the life of the student together for discussion and planning. Students can be referred directly by their parent/guardian, the counseling office, or by their classroom teachers.

The SST is also responsible to look at those students who may be referred for formal assessment and consideration for Special Education services.

CODE OF CONDUCT & DISCIPLINARY PROCEDURES

NOVA Academy ECHS establish policies, procedures and guidelines to promote an environment reflective of the school's mission, purpose, and core values. The governance of the school will provide the structure, support, and order necessary for students to develop their talents and skills to the best of their ability. Students are able to achieve more and grow when clear and consistent policies and guidelines are established. Our goal at NOVA Academy ECHS is to help each student become a productive and effective citizen in our society. We know the vast majority of students will work toward this goal by respecting the rights of others, respecting personal and school property, and by practicing acceptable patterns of behavior and courtesy.

The guidelines and expectations that are found in this handbook are in effect on school grounds, off campus during school hours, at school sponsored functions, or while traveling to or from school activities.

WORK/STUDY/SERVICE

Administrators, teachers or staff may assign Work/Study/Service to any student before school, during lunch or after school if they believe such assignment may have a positive effect on the student's behavior or achievement. An approximate twenty-four (24) hour notice will be given to students who are requested to serve either before or after school.

Work/Study/Service is assigned as a result of irresponsible and/or inappropriate behaviors including, but not limited to, truancies, tardies, dress code violations, or electronics violations.

DRESS CODE (while on/off campus for school sponsored activities)

It is the responsibility of the parent to see that their student leaves home properly dressed for school and school sponsored activities.

- No see-through or fishnet fabrics, backless clothing, tube tops, low cut or plunging necklines, revealing tops and/or bare midriffs.
- No spaghetti straps, halter tops, strapless tops, torn or ragged tops or shirts with only the top button fastened.
- **No blankets**
- All pants or shorts must be worn at the hip or above. **Clothing must completely cover all undergarments.** Sagging is not permitted under any circumstances.
- Tights and leggings must be covered by another article of clothing (i.e. shorts, skirts, dresses, etc.).
- Shorts or skirts must be as long as your fingertips when your arms are fully extended at your side. This length requirement includes when shorts or skirts are worn over tights. Undergarments cannot be visible in any way. Revealing shorts, skirts, or dresses are also prohibited.
- No wearing of hoods on campus.
- Illegal/Obscene – Any apparel, jewelry, accessory or inscription on personal belongings which could be construed as depicting or promoting the illegal, the obscene, or are sexually suggestive are not allowed. Specifically those which depict or promote alcohol, drugs, tobacco, and/or obscenities are prohibited.
- Offensive – Apparel, jewelry, accessories, manner of grooming, and inscriptions on personal belongings, including backpacks and book covers, that are sexually suggestive, or by virtue of color, arrangement, trademark, universal meaning or any other attributes, express or advocate racial, ethnic, or religious prejudice are not allowed.
- Jewelry/Accessories – Spiked jewelry, chains, and other dangerous apparel are prohibited.
- Shoes – To protect your safety, shoes must be worn at all times. No Flip Flops or slippers.
- Hats, bandanas, beanies, berets, and hairnets (except when serving food) may not be worn except as authorized by an administrator. All headwear needs to be packed away out of sight or checked in the front office before school starts. This applies to males and females. Religious headwear is permitted.
- No pajama attire allowed unless part of a school activity.

If students come dressed inappropriately, parent/guardian will be notified of student dress code violation. Alternative clothing will be provided by NOVA Academy ECHS for the student to wear for the remainder of the day. **These borrowed clothes MUST BE RETURNED ON THE SAME DAY THEY WERE BORROWED. Non-returned clothing will result in corresponding charge not to exceed the replacement value. Outstanding charges will result in exclusion from school activities, events, and receiving transcripts.**

The Administrative Staff will make final interpretation of the Dress Code and personal grooming. These standards apply to all students when they are on campus **or at any school-sponsored activity.**

DRESS CODE VIOLATIONS

First offense (of the school year): Student will be given appropriate clothing to wear for the remainder of the day and parent/guardian is notified of violation. Any resultant tardy or truancy will be dealt with accordingly.

Second offense: Student will be given appropriate clothing to wear for the remainder of the day. Any resultant tardy or truancy will be dealt with accordingly. In addition, the student is assigned 1 hour Work/Study/Service and parents are contacted.

Third offense: Student will be given appropriate clothing to wear for the remainder of the day. Any resultant tardy or truancy will be dealt with accordingly. In addition, the student is assigned 2 hours Work/Study/Service and a parent conference is requested.

Further offense(s): Students who accumulate more than 3 Dress Code offenses in the school year will be subject to further Disciplinary action as determined by the administration.

CELL PHONES/ELECTRONICS

Cell phones and/or other electronic devices can be in your possession and at school under the following conditions:

1. You may use your cell phone and/or other electronic devices on campus during non-instructional time. At all other times, phones must be turned off.
2. All cell phones and/or other electronic devices and accessories (**including, but not limited to, ear buds, headphones, blue tooth devices**) **must be turned off and stored out of sight or they will be confiscated by a teacher or administrator.**
3. Cell phone/electronic use during class is not permitted unless directed by teacher or staff for instructional/educational purposes only.

The school is not liable for cell phones or electronics brought to school that are lost/misplaced/stolen.

CELL PHONE & ELECTRONIC DEVICE VIOLATIONS (per school year)

Incident 1: Warning

Incident 2: Teacher confiscation, return at the end of the period.

Incident 3: Teacher confiscation, phone given to front office, student pick up at the end of the day.

Incident 4: Teacher confiscation, phone given to front office, parent pick up. Further consequences if necessary.

NOTE: Failure to hand over a phone/electronic device when asked by school personnel will be considered in defiance. Except as specified above, electronics may only be picked up before school or after school by a parent/guardian only.

HALL PASSES

Students must have a hall pass when not in a classroom during instructional time. Students who are detained for any reason should request a note to avoid being marked tardy in the following class. Students without a hall pass may be assigned to work/study.

OUT OF BOUNDS, ON CAMPUS - NOVA ACADEMY ECHS

There are areas on the campus at NOVA ACADEMY ECHS that are deemed "OUT OF BOUNDS" during school hours.

- Incident 1:** 30 minutes Work/Study/Service, parent contact
- Incident 2:** 1 hour Work/Study/Service, parent contact
- Incident 3:** 90 minutes Work/Study/Service, parent contact
- Incident 4:** Possible out of school suspension, parent contact, Behavior Contract
- Incident 5:** Possible out of school suspension or other disciplinary action

SHARPIES

Sharpies are not permitted on campus.

- Incident 1:** Confiscation and return to parent.
- Incident 2:** 60 minutes Work/Study/Service, parent contact.
- Incident 3:** 90 minutes Work/Study/Service, parent contact.

SUSPENSION AND EXPULSION PROCEDURES

No student shall be involuntarily removed by NOVA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in this policy for expulsions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, the student shall remain enrolled and shall not be removed until NOVA issues a final decision. As used in this Charter, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Notwithstanding the legally required notice in the preceding paragraph, compliance with the procedures set forth in this section of the Charter shall be the only process for the Charter School to involuntarily remove, dismiss, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including but not limited to, disciplinary, attendance, and academic causes.

Students expelled from any school for the offense listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in NOVA during the period of their expulsion.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion, though revisions to the causes or procedures for suspension or expulsion beyond those necessary to comport with current laws as applicable to charter schools or to reflect changes in Education Code Section 48900 *et seq.* shall constitute a material revision to the Charter.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain

on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Chief Executive Officer's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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 of 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 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - i. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended, and no pupil shall be expelled, for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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.
- r) 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.
- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting instruction, 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.
- v) 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 acts 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:
1. 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.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. 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 the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (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 subparagraph (1) above.
 - (b) 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.
 - (c) 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

- w) 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)(a)-(b).
- x) 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 Chief Executive Officer 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 student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

3. 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 of 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 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, 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.
- n) 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.

- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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.
- r) 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.
- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated a student or group of students 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.
- v) 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 acts 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:
 - 1. 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.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. 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 the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (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 subparagraph (1) above.
 - (b) 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.
 - (c) 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- w) 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 (3)(a)-(b).
 - x) 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 Chief Executive Officer or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that 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 student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal or the principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student.

The conference may be omitted if the principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the principal or principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference, and written notice of the decision to extend the suspension and the rationale for such extension shall be provided to the parent/guardian, including the charges against the student and the student's basic rights.

This determination will be made by the principal 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.

For suspensions and all other expulsions for disciplinary reasons, the Charter School shall: provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School's Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.

Students recommended for expulsion are entitled to a hearing 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 Chief Executive Officer and principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality

rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may

permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Chief Executive Officer or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Chief Executive Officer or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Chief Executive Officer or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter

School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply

the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.

- c) The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Student Services Annual Notice Guide to Families

Human Trafficking Prevention

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

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

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

Mental Health Services

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

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. For the Coachella campus, the counseling office can be reached at (760) 398-9806; for Santa Ana, the counseling office number is (714) 569-0948. Our Charter School counselors support

students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact an administrator at (760) 398-9806 for the Coachella campus or (714) 569-0948 for the Santa Ana campus to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school office at (760) 398-9806 for Coachella or (714) 569-0948 for Santa Ana.

Available in the Community (Coachella):

- Latino Commission – Counseling Services
1612 1st St, Coachella, CA 92236
(760) 398-9000
- Catholic Charities
83180 Requa Ave #9, Indio, CA 92201
(760) 342-0157
- EHS Counseling
45080 Golf Center Pkwy, Indio, CA 92201
(760) 342-8344
- Riverside County Mental Health
47825 Oasis St, Indio, CA 92201
(760) 863-8455
- Expressive Arts and Therapies of the Desert
78045 Calle Barcelona, Ste 7, La Quinta, CA 92253
(760) 610-9650

Available in the Community (Santa Ana):

- 211 Orange County
Within Orange County: Dial 2-1-1
Outside the County: 949-646-4357
Text Messages: Text your zip code to 898211
<https://www.211oc.org/>
- Families and Communities Together
714-566-2878
info@factoc.org
<https://www.factoc.org/>
- Friendly Center
147 W Rose Ave
Orange, CA 92867
714-771-5300
<https://friendlycenter.org/>
- Catholic Charities of Orange County
1820 E 16th St, Santa Ana, CA 92701
714-347-9600

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Pregnant and Parenting Students

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

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

Renee Lancaster
Chief Executive Officer
500 W Santa Ana Blvd
Santa Ana, CA 92701
(714) 569-0948

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

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education,

HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 9-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

NEW AND UPDATED POLICIES

Smoke-Free Environment Policy (Revised)

NOVA Academy maintains a smoke-free environment. Smoking is not allowed anywhere on NOVA Academy property at any time.

For purposes of this policy, the prohibition on smoking also restricts the use of electronic cigarettes and/or any “vaping” devices. Additionally, the use of marijuana remains unlawful on school grounds and is prohibited at NOVA Academy.

It is the responsibility of each staff member, students, parents and volunteers to adhere to this rule, and to inform his or her guests of the non-smoking policy.

Failure to adhere to this policy may result in disciplinary action being taken by NOVA Academy.

Student Wellness Policy (Federal Nutrition Program) (Revised)

The NOVA Academy Early College High School (“NOVA Academy” or the “Charter School”) Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for all students. NOVA Academy believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

The Chief Executive Officer or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, social emotional training, nutrition services, counseling services, health promotion for staff, a safe and healthy school environment and parent/guardian and community involvement.

This Policy outlines NOVA Academy’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in NOVA Academy have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active during and after Charter School.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.

- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of NOVA Academy in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in NOVA Academy. Specific measurable goals and outcomes are identified within each section below.

POLICY CONTENT

I. School Wellness Committee

The Chief Executive Officer or designee may appoint a Wellness Committee consisting of stakeholder representatives, including: parents/guardians, students, school food service professionals, school administrators, school health professionals, physical education teachers, representatives of the Board, and members of the public.

The Wellness Committee will meet at least two (2) times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review of this Policy.

The purpose of the Wellness Committee is to advise the school (s) on health- related issues, activities, policies and programs. At the discretion of the Chief Executive Officer or designee, the committee’s charges may include planning and implementing activities to promote health within the school or community.

Wellness Committee membership will include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition designee); physical education teachers; health education teachers; school health professionals, and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., Chief Executive Officer, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (“SNAP-EDEDSNAP-Ed”). To the extent possible, the Wellness Committee will include representatives from each school campus and reflect the diversity of the community.

Leadership

The Chief Executive Officer or designee(s) will convene the Wellness Committee and facilitate development of and updates to the Policy and will ensure each Charter School’s compliance with the Policy. Additionally, the designated official for oversight of the Wellness Committee is:

Melissa Mier
 Director of Student Services
 NOVA Academy Early College High School
 500 W. Santa Ana Blvd.
 Santa Ana, CA 92701
 (714) 569-0948 ext. 2016

Lisa Hernandez
 Principal
 NOVA Academy Early College High School
 52780 Frederick St
 Coachella, CA 92236
 (760) 398-9806 ext. 3010

Adrienne Haggerty
 Assistant Principal
 NOVA Academy Early College High School

52780 Frederick St
Coachella, CA 92236
(760) 398-9806 ext. 3014

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, NOVA Academy will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at:

<https://www.nova-academy.org/santaana/about/board-policies-documents/>

Recordkeeping

NOVA Academy will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- This written Policy.
- Documentation demonstrating that this Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the triennial assessment of this Policy.
- Documentation demonstrating the most recent assessment on the implementation of this Policy has been made available to the public.

Annual Notification of Policy

NOVA Academy will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. NOVA Academy will make this information available via the Charter School website and/or Charter School-wide communications. NOVA Academy will provide as much information as possible about the Charter School nutrition environment.

Annually, NOVA Academy will also publicize the name and contact information of the Charter School official(s) leading and coordinating the Wellness Committee, as well as information on how the public can get involved with the Wellness Committee.

Triennial Progress Assessments

At least once every three years, the Chief Executive Officer will evaluate compliance with this Wellness Policy to assess the implementation of this Policy. Additionally, the Chief Executive Officer or designee shall designate at least one person at each school campus who is charged with operational responsibility for ensuring that the school sites implement this Wellness Policy.

The Chief Executive Officer or designee shall establish quality indicators that will be used to measure the implementation of this Policy at each school site. These measures shall include, but not be limited to:

- An analysis of the nutritional content of meals served;
- Student participation rates in school meal programs;
- Any sales of non-nutritious foods and beverages in fundraisers or other venues outside the meal programs;

- Feedback from food service personnel, Charter School administrators, school health councils, parents/guardians, students, and any other appropriate persons;
- The extent to which NOVA Academy’s Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of this Policy.

The Chief Executive Officer or designee will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

NOVA Academy will update or modify this Policy based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment. All stakeholders are able to participate in the development, review, update, and implementation of the NOVA Academy Student Wellness Policy. Please contact the designated official for your site (refer to page 3) for more details.

Community Involvement, Outreach and Communications

NOVA Academy is committed to being responsive to community input, which begins with awareness of the wellness policy. NOVA Academy will actively communicate ways in which representatives of Wellness Committee/the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. NOVA Academy will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

NOVA Academy will use electronic mechanisms, such as email or displaying notices on the Charter School’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. NOVA Academy will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition Education and Physical Activity Goals

The Board has adopted goals for nutrition education, physical activity, and other school- based activities that are designed to promote student wellness and reduce childhood obesity in a manner that NOVA Academy determines appropriate.

The Charter School’s nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state’s curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education shall be provided as part of the health education program in grades 9-12-12 and, as appropriate, shall be integrated into core academic subjects.

All 9-12-12 students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, breaks, Charter School athletic programs, and extracurricular programs.

The Chief Executive Officer or designee shall encourage staff to serve as positive role models. The Charter School shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies related to student health knowledge and skills, physical education, and be designed to promote healthy behaviors.

Furthermore, the Board strongly encourages the use of physical activity as a reward for students when appropriate.

To encourage consistent health messages between the home and school environment, the Chief Executive Officer or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the school website, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

Food and Beverage Marketing in Schools

NOVA Academy discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machines, logos, school supplies, advertisements in school publications, or other means. Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. NOVA Academy will make drinking water available.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold and served outside of the Charter School meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

As the Chief Executive Officer reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

Celebrations and Rewards

All foods offered on the NOVA Academy campus will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. NOVA Academy will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. NOVA Academy will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers on the NOVA Academy campus during the school day. NOVA Academy will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias.

NOVA Academy will promote healthy food and beverage choices for all students throughout the Charter School campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards
- Nutrition awareness postings and healthy menu planning
- Parent education workshops
- Nutrition professionals presenting nutrition information and healthy cooking techniques on Career Day

Food Service/Child Nutrition Program

The Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. The Board desired to provide students with adequate space and time to eat meals.

To reinforce the Charter School's nutrition education program, food available on Charter School premises shall:

1. Be carefully selected so as to contribute to student's nutritional wellbeing and the prevention of disease.
2. Meet or exceed nutritional standards established by local, state, and Federal statutes and regulations (NOVA Academy offers reimbursable school meals that meet USDA nutrition standards).
3. Be prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities.
5. Be sold at reasonable prices.
6. Be accessible to all students.
7. Be appealing and attractive to children.
8. Be served in clean and pleasant settings.
9. Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - a. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - b. Sliced or cut fruit is available daily.
 - c. Daily fruit options are displayed in a location in the line of sight and reach of students.
 - d. All available vegetable options have been given creative or descriptive names.
 - e. Daily vegetable options are bundled into all grab-and-go meals available to students.
 - f. All staff members, especially those serving, have been trained to politely prompt students to select

- and consume the daily vegetable options with their meal.
- g. White milk is placed in front of other beverages in all coolers.
 - h. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - i. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - j. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - k. Daily announcements are used to promote and market menu options.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs.

The Chief Executive Officer or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

Staff Qualifications and Professional Development

All NOVA Academy nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These Charter School nutrition personnel will refer to USDA's Professional Standards for Charter School Nutrition Standards website to search for training that meets their learning needs. Professional development for food service personnel shall include nutritional education and safe food handling.

When feasible, NOVA Academy will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help NOVA Academy staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Nutrition Guidelines for Foods Available During the School Day

The Board believes that foods and beverages available to students at the Charter School should support the health curriculum and promote optimal health. Nutrition standards adopted by the Charter School for all foods and beverages sold to students, including foods and beverages provided through the food service program will comply with all applicable state and federal laws with the goal of promoting student health and reducing childhood obesity.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to the National School Lunch Program ("NSLP"), the School Breakfast Program ("SBP"), and *[include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program ("FFVP"), Special Milk Program ("SMP"), Summer Food Service Program ("SFSP"), Supper programs, or others]*.

In order to maximize NOVA Academy's ability to provide nutritious meals and snacks, all schools shall participate in available federal school nutrition programs, including the National School Lunch Program, School Breakfast Program, as well as snack and summer programs to the extent possible.

Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk

of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week.

Other Activities that Promote Student Wellness

NOVA Academy will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. NOVA Academy will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the Wellness Committee and/or parents and the community.

Non-Discrimination Statement

NOVA Academy 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, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

NOVA Academy 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 (“IDEA”).

NOVA Academy 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 IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

NOVA Academy also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, 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.

NOVA Academy 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 NOVA Academy does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. NOVA Academy will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in NOVA Academy’s programs or activities. NOVA Academy prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the NOVA Academy UCP Compliance Officer:

Renee Lancaster

Chief Executive Officer, NOVA Academy
500 W. Santa Ana Blvd
Santa Ana, CA 92701
(714)569-0948
Renee-Lancaster@nova-academy.org