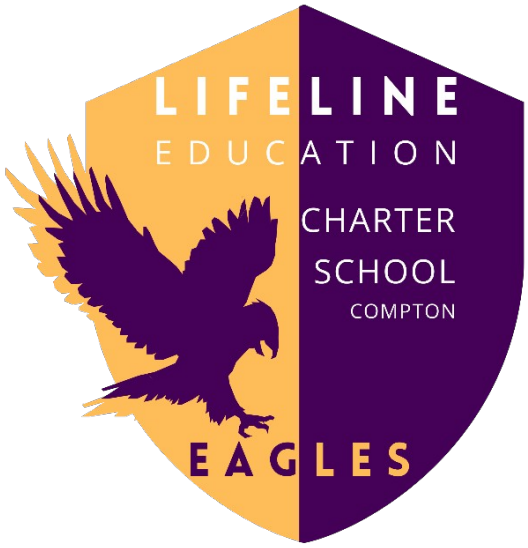
LIFELINE EDUCATION CHARTER SCHOOL



STUDENT – PARENT HANDBOOK

Revised July 2026

TABLE OF CONTENTS

Lifeline Education Charter School Policies and Procedures.....5

Non-Discrimination Statement.....5
Fire Drills/Alarms/Extinguishers.....5
Drugs and Medications.....6
Oral Health Assessment.....7
Information Regarding Type 2 Diabetes.....7
Information Regarding Type 1 Diabetes.....9
Emergency School Closing.....11
Lockers.....11
Lost and Found.....12
School is Not Responsible for Personal Property.....12
Halls and Passes.....12
Displays of Affection.....12
Fighting.....12
Student Searches.....13
State Testing.....13
Cal Grant Program Notice.....13
Section 504.....13
Special Education.....14
Teacher Qualifications.....14
Student Records.....14
Anti-Discrimination, Harassment, Intimidation, and Bullying Policies.....20
Procedures for Handling Complaints.....20
Field Trips.....23
Summer School and Enrichment.....24
Free and Reduced Lunch.....24
Applications for free or reduced-price meals are included in the enrollment packets to all families and can also be obtained in the office. All families are encouraged to complete the application form to include as many eligible students as possible. A new application must be filed by each family each year.....24
Student Wellness.....24
Immunizations and Physical Examinations.....24
Access to Mental Health Services.....25
Additional State Resources: Bullying and Human Trafficking Prevention.....26
Immigration Resources.....26
Reading Difficulties Screener Administration Notification.....26
California Kids Investment And Development Savings Program Notification.....27
Resources Related to Neurodiversity.....27

Grading Policies and Procedures.....28

Grades and Reports.....28
Failing Reports.....28
Homework.....28
Graduation Requirements.....29

Culmination/Graduation Ceremonies....30
Honor Roll Eligibility....30
Honor Roll Events....31
Grade Scale....32
Incompletes....32
Retention Policy....32
Promotion/Acceleration Policy....34
List of Course Descriptions (Prospectus)....35
Homeless Students....36
Foster Youth....37
Cheating/Academic Dishonesty Policy....37
Mobile Phones, Smart Watches, and Other Electronic Communication Devices....40
Acceptable Use and Internet Safety Policy....40
Closed Campus Policy....41

School Activities & Extra-Curricular Activities....43

Dress Code....45

Uniform Dress Code Policy....45
Casual Wear Days....46
Free Dress Days....47
Theme Dress Days....47
College Dress - Middle and High School Only....48
Professional Dress Days – High School Only....48

Local Law Enforcement Notification....49

Child Abuse Reporting Policy....49
Terrorist or Criminal Threat....49
Willful Interference and Material Disruptions of School Operations....49
Gambling....50
Malicious Mischief....50
Pornography....50
Indecent Exposure....50
Assigning Detention....50
Saturday School....51
Attendance Recovery Program....51
Safe Storage of Firearms Notice....51

Student Attendance Procedures....53

Attendance and Excuses....53
Reporting an Absence or Tardy....53
Student Tardy Policy....53
Student Absence Policy....54
Excused Absences....54
Method of Verification....55

Removal from Charter School....57
Referral to Appropriate Agencies....57
Reports....57
Attendance and Tests....57
Making Up School Work Due to Absence....58
Requests for Family Vacations....58
Absence Due to Medical Illness....58

Suspension and Expulsion Policy and Procedures....60

Grounds for Suspension and Expulsion of Students....61
Suspension Procedure....68
Authority to Expel....69
Expulsion Procedures....69
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses....70
Record of Hearing....71
Presentation of Evidence....71
Written Notice to Expel....72
Disciplinary Records....72
No Right to Appeal....72
Expelled Pupils/Alternative Education....72
Rehabilitation Plans....72
Readmission....73
Suspension and Expulsion of Students with Disabilities....73
Notification of SELPA....73
Services during Suspension....73

Non-Discrimination Statement

Lifeline Education Charter School ("Lifeline") prohibits discrimination against any individual on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55, or any other characteristic(s) protected by applicable law, in any program or activity conducted by Lifeline.

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

Lifeline is committed to providing a work and educational atmosphere that is free of unlawful sex discrimination under Title IX of the Education Amendments of 1972; Titles IV, VI, and VII of the Civil Rights Act of 1964 (including race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; Section 504; and Title II of the ADA (mental or physical disability). Lifeline also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, immigration status, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Lifeline 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 Lifeline does business, or any other individual, student, or volunteer. This applies to all employees, students, parents, or volunteers, regardless of position or gender. Lifeline will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Lifeline Uniform Complaint Procedures Compliance Officer/Title IX Coordinator:

Brittany Lester
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
b.lester@lifelinecharterschool.com

Fire Drills/Alarms/Extinguishers

Fire drills are held at various times throughout the year. Promptness and silence are required. In each classroom and in halls, an emergency evacuation plan showing emergency routes is posted. If an alarm sounds while students are passing in the halls, students should proceed toward the exit in the section of the hall in which they are located at the moment. Students should remember that perfect order is essential for complete safety. Violations of this policy are subject to disciplinary action. For a copy of our Comprehensive School Safety Plan, please contact the main office.

It is a crime to willfully or maliciously tamper with fire alarms or fire protection equipment (e.g., fire extinguishers) or trigger a false fire alarm. Any student tampering with fire alarms / fire extinguishers will be subject to disciplinary action. In addition, students may be reported to the Sheriff's Department and may be subject to arrest or criminal prosecution.

Drugs and Medications

Assistance with Medication while at School:

Any student who is required to take medication prescribed for them during the regular school day may be assisted by the office staff or other designated school personnel or may carry and self-administer a prescription epinephrine delivery system or inhaled asthma medication, if the school receives appropriate written authorization from the student's physician consistent with Lifeline's Administration of Medication Policy.

In order for a student to be assisted by the office staff or other designated school personnel, Lifeline is required to have on file both of the following:

(a) a written statement from the student's physician, surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken.

(b) a written statement from the parent, foster parent, or guardian of the student indicating the desire that the school assist the student in the matters set forth in the statement of the physician, surgeon or physician assistant.

For students who seek to carry and self-administer a prescription epinephrine delivery system or inhaled asthma medication, as permitted by law, Lifeline is required to have on file both of the following:

(a) a written statement from the student's physician, 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 student is able to self-administer the medication.

(b) a written statement from the parent, foster parent, or guardian of the student consenting to the self- administration, providing a release for the school's office staff or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and releasing Lifeline personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

"Medication" may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies.

A letter of authorization for each prescription must be submitted by the parent and physician at least annually and will be placed on file in the office. In the event that the type of medication, dosage, frequency of administration, or reason for administration changes, please be sure to submit a new/updated letter immediately.

If it is necessary for a student to take medication on a regular basis (for example: allergy, headaches, etc.), permission must be on file from a physician and parent which will permit a student to come to the office and take medication when required. No student will be permitted to take any drug, even over the counter medications, except in the presence of the school staff or when students are authorized to self-administer medication consistent with a doctor's prescription. Prescription medications must be provided in a pharmacy prepared bottle with the student name, dosage, and administration directions clearly appearing on the label. All over-the-counter medications must be in the original container with the child's name and administration instruction clearly written on the label.

Students may not carry medication with them at school unless authorized by the physician and parent and approved by the school. A copy of the Lifeline Administration of Medication Policy is available at the Main Office.

Dangers of Synthetic Drugs Not Prescribed by Physician

This annual notice aims to ensure that Lifeline students and families are informed about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, in accordance with Education Code Section 48 985.5.

The illicit use and abuse of synthetic drugs represent an emerging and ongoing public health threat in California. Fentanyl is a potent synthetic opioid drug approximately 50 times stronger than heroin and 100 times stronger than morphine. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Students and families should also be aware that social media platforms carry the risk of being used to market and sell synthetic drugs, such as fentanyl.

Fentanyl-laced drugs are extremely dangerous and can lead to a fatal overdose. It is nearly impossible to tell if drugs have been laced with fentanyl because fentanyl cannot be seen, smelled, or tasted. The only safe medications are ones prescribed by a trusted medical professional and dispensed by a licensed pharmacist.

For more information about the dangers of fentanyl, visit the California Department of Public Health's website: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

Oral Health Assessment

Students enrolled in kindergarten or first grade, whichever is their first year in public school, are required to have an oral health assessment completed by a dental professional during their first year in public school or no earlier than 12 months before the date of the student's initial enrollment in the school. Proof of the oral health assessment must be submitted by May 31. Please contact the office if you have questions.

Information Regarding Type 2 Diabetes

Lifeline seeks to notify every incoming 7th grader about Type 2 diabetes. Because this information is important for all students, we have included this information sheet within the Handbook. 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. Specifically,

- 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 administrator, or health care provider if you have questions.

For more information about Type 2 diabetes and to find this information in alternate languages, visit http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp

Information Regarding Type 1 Diabetes

Lifeline is obligated to notify every student when s/he is first enrolled in elementary school about Type 1 diabetes. Like with Type 2 diabetes, because this information is important for all students, we have included this information sheet within the Handbook.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age.

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production.

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath

- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

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 any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. 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 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

Emergency School Closing

In case of emergency (storms, etc.) when school must be closed, parents will be notified. A message will also be left on the school main phone number voicemail should the school be closed for an emergency.

Lockers

Lockers are issued to students for their individual use and storage of books and clothing. The lockers are the property of Lifeline, and as such, can be searched as permitted by law. Students should not have any expectation of privacy for any items in the locker.

Lifeline is not responsible for the loss of any contents of the locker. Any problems with the operation of the assigned locker should be immediately reported to the Main Office so that the problem can be corrected.

The following are guidelines for student use of lockers:

Locker combinations should not be given to student's friends; lockers are assigned to students. Students will be held responsible for any items placed in or any damage to their assigned locker.

All materials are to be removed from the locker by the student prior to the closing of school in June; materials left in the locker will be discarded when the custodians clean the lockers.

Lost and Found

Please do not bring valuable items to school or leave valuables of any kind in lockers, etc. Found articles should be brought to the main office where pupils who have lost them may claim them.

School is Not Responsible for Personal Property

The School is not responsible for lost, stolen, or damaged personal items of a student while the item is inside or on the premises of Lifeline buildings or property. This includes loss that occurs as a result of lockers that are broken into or rooms that are entered illegally. Lifeline does not and cannot carry insurance to cover these losses.

Parents and staff members are advised, therefore, to obtain sufficient insurance to cover such valuable articles as jewelry, watches, etc., through their own homeowner's or renter's insurance. It is possible for parents to obtain riders on these policies at a very minimal cost to cover belongings while they are outside of the household premises. Students are strongly discouraged from bringing valuables and large sums of money to school.

Halls and Passes

Students are required to report to class on time. During the school day, students are not to be in the hallways without a pass while class is in session. Passes are issued by teachers and the office staff only. Students have regular access to teachers and staff members during the school day. However, if a student wishes to see a teacher during his or her free time, the student should arrange for this in advance. That teacher must issue a signed pass granting permission to be excused from the student's study hall, or may meet before school in the morning or after regular hours. However, in the case of an emergency, students may have access to a staff member without prior arrangement.

Displays of Affection

Students are to refrain from displays of affection while on campus. This includes but is not limited to kissing and embracing, touching of others' bodies, sitting on laps and holding hands. Parents will be contacted and disciplinary action may be taken if students fail to follow these campus rules.

Fighting

Lifeline does not tolerate fighting or bullying. Students who participate in fighting and/or bullying will be disciplined consistent with the School's policies.

IMPORTANT: A physical response to a situation is not appropriate. All fight participants are considered responsible. In most cases, both students know a fight is becoming imminent. Even if a student doesn't throw the first punch, he/she may have instigated the fight. The student is responsible for alerting school personnel so the situation can be addressed.

Student Searches

Consistent with Lifeline's Student Search Policy, Lifeline school personnel may conduct individual searches of a student's person, which includes the student's bag, backpack, or other belongings on them, and belongings in the student's locker, desk, or other school property, when there is reasonable suspicion that the student has violated or is violating the law or a school rule and the search is reasonably related to the suspected violation.

Consistent with Lifeline's Student Search Policy, Lifeline may also conduct random searches of a student's person, which includes the student's bag, backpack, or other belongings on their person, and belongings in the student's locker, desk, or other school property. Random searches are conducted in a neutral manner. School officials may use technology such as a metal detector wand to conduct random searches. These searches may be conducted daily upon entering the campus, to help ensure a safe and secure school campus.

State Testing

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress). A parent or guardian may annually submit a written request to School officials to excuse his or her child from any or all parts of CAASPP assessments.

Cal Grant Program Notice

Cal Grant is money for college that a student does not have to pay back. To qualify, students must apply for the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) by the deadline (see www.csac.ca.gov for current deadlines) and meet the eligibility and financial requirements as well as any minimum GPA requirements. Cal Grants can be used at any University of California, California State University or California Community College, as well as qualifying independent and career colleges or technical schools in California. Lifeline is required by state law to submit to the California Student Aid Commission the GPA of all high school seniors by Oct. 1 of each year, and may begin sending such information on September 15th, unless the student, or the parent/guardian for those under 18, has opted out. Students currently in eleventh (11th) grade will be presumed to be a Cal Grant applicant, unless the student (or parent, if the student is under 18) has opted out by or before September 14th.

If you would like to opt-out, please complete the Cal Grant GPA Opt-Out Form found here and submit it to your counselor:

https://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out.pdf (English) or
https://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out_form_spanish.pdf (Spanish)

Students can also ask their counselor for a paper Opt-Out Form.

Section 504

Lifeline recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination in admission or access to, or treatment or employment in, any program of Lifeline. Any student who has a physical or mental impairment, which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by Lifeline. The parent of any student suspected of needing or qualifying for accommodation under Section 504 should contact Lifeline's 504 Coordinator, **Mrs. Jamilla**

Grisby, j.grisby@lifelinecharterschool.com, or the Campus Administrator of the school. A copy of Lifeline's Section 504 Policy is available in the Main Office.

Special Education

Lifeline is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA. These services are available for special education students enrolled at the School.

Lifeline offers high quality educational programs and services for all its students in accord with the assessed needs of each student. We collaborate with parents, the student, teachers, and other agencies, as may be indicated, in order to best serve the educational needs of each student.

The parent/guardian of any student suspected of needing or qualifying for special education services should contact Lifeline's Special Education Coordinator, **Mrs. Jamilla Grisby, j.grisby@lifelinecharterschool.com**, or the Campus Administrator of the school.

Teacher Qualifications

All parents may request, and Lifeline will provide in a timely manner, information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including:

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

If you would like this information, please contact:

Brittany Lester
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
b.lester@lifelinecharterschool.com

Student Records

This serves as Lifeline's Annual Notification of FERPA Rights and Directory Information Policy as required under the Family Educational Rights and Privacy Act (FERPA). Lifeline stores various student records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records.

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 5 business days after the day Lifeline receives a request for access.

   Parents or eligible students should submit to the Campus Administrator or designee a written request that identifies the records they wish to inspect. The 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 Lifeline to amend a record should send a written request to the Campus Administrator or designee. The written request should clearly identify the part of the record they want changed, and specify why it should be changed. If Lifeline decides not to amend the record as requested by the parent or eligible student, Lifeline will notify the parent or eligible student of the decision and advise them 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 the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school Board of Directors. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20 202

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 School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Lifeline 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 school officials, including teachers, within the educational agency or institution whom the school 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)(3) 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 State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5).)

6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6).)

7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7).)

8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8).)

9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9).)

10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10).)

11. Information the school has designated as "directory information" under §99.37. (§99.31(a)(11).)

12. 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).)

13. 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).)

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also 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 yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Lifeline has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date of Birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin. Parents and guardians may refuse release of a student's directory information. If you do not wish Lifeline to disclose directory information from your child's education records without your prior written consent, you must notify Lifeline in writing within the first 30 days of the school year. Please notify the Main Office.

Policy and Notification of Rights under Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education –

    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or student's parent; or
    8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –

    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

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

Lifeline notifies parents of these policies at least annually at the start of each school year and after any substantive changes. Lifeline will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Lifeline will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20 202

Title IX

Lifeline does not discriminate on the basis of sex in any of its programs or activities. Title IX of the Education Amendments of 1972 prohibits Lifeline from discriminating in such a manner. This prohibition extends to admission, employment, and all programs and activities of Lifeline. Lifeline has designated the following individual as its Title IX Coordinator to receive complaints of sex discrimination, including sexual harassment:

Brittany Lester
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
b.lester@lifelinecharterschool.com

To report information about conduct that may constitute sex discrimination under Title IX or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or to the Office for Civil Rights at the U.S. Department of Education, or both.

Anti-Discrimination, Harassment, Intimidation, and Bullying Policies

Lifeline prohibits any acts of discrimination, harassment, intimidation, or bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55, including immigration status, and Education Code Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. A copy of Lifeline's anti-discrimination, harassment, intimidation, and bullying policies is available on the school's website.

Procedures for Handling Complaints

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying, sexual harassment, harassment, intimidation, or discrimination ("Prohibited Misconduct"), to intervene as soon as it is safe to do so, call for assistance, and report such incidents to the Campus Administrator or UCP Compliance Officer/Title IX Coordinator ("Coordinator"):

Brittany Lester
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
b.lester@lifelinecharterschool.com

Any student who believes they have been subject to Prohibited Misconduct or has witnessed such misconduct is encouraged to immediately report the misconduct to a teacher, counselor, Campus Administrator, or Coordinator.

Lifeline prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of Prohibited Misconduct. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

Lifeline will investigate complaints using the appropriate procedure based on the type of complaint. For example, a complaint of bullying on the basis of race may be investigated under Lifeline's Uniform Complaint Procedures ("UCP"). A complaint regarding sexual harassment under Title IX will be investigated under the Title IX procedures as required by law.

Annual Notice of Uniform Complaint Procedures

Lifeline annually notifies students, employees, parents or guardians, and other interested parties (e.g., school advisory committees) of the UCP process. Lifeline is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws including (to the extent offered by Lifeline):

- Accommodations for Pregnant and Parenting Pupils
- Adult Education Programs

- After School Education and Safety
- Agricultural Career Technical Education
- Education and Graduation requirements of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils, Pupils of Military Families, Pupils who are migratory, and Pupils participating in a newcomer program
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Pupil
- School Site Councils
- School Plan for Student Achievement
- Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Lifeline's LCAP
- Every Student Succeeds Act
- Migrant Child Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Career Technical and Technical Education; Career Technical and Technical Training Programs
- Childcare and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11 135, including any actual or perceived characteristics set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by Lifeline which is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes noncompliance with Education Code sections 243(a) and 244(a).
- School or Athletic Team Names, Mascots, or Nicknames
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

The list above is for informational purposes and should not be interpreted to mean that Lifeline operates all of the programs/activities listed.

Filing a UCP Complaint

UCP complaints generally must be filed no later than one (1) year from the alleged date the violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth as specified in 5 C.C.R. section 4630.5.

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or designee in writing. For complaints relating to Local Control and Accountability Plans ("LCAP"), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by Lifeline.

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

Brittany Lester
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
b.lester@lifelinecharterschool.com

Complaints Concerning Pupil Fees

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

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

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director, the Campus Administrator, or the Compliance Officer. A complaint regarding pupil fees and/or an LCAP complaint may be filed anonymously (without identifying signature) if the complaint provides evidence or information to support an allegation of noncompliance with laws.

Investigation Report and Right to Appeal

Complaints will be investigated and an Investigation Report (i.e., written decision) will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with Lifeline's UCP policies and procedures and applicable law.

The complainant has a right to appeal Lifeline's Investigation Report to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of receiving the Investigation Report. The appeal must include a copy of the originally complaint filed with Lifeline and a copy of Lifeline's Investigation Report.

Lifeline's Responsibilities

The complainant is advised of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to CDE.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of Lifeline's complaint procedures.

A copy of the UCP is available in the Main Office free of charge. 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 Compliance Officer listed above.

In accordance with applicable law, Lifeline includes the following statement in its UCP notice although it does not operate a preschool: In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (i) The health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925; (ii) The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.

Field Trips

Students may be encouraged to participate in educational field trips that are related to classroom curriculum. All trips will be supervised by Lifeline Faculty members, and parents/guardians are encouraged to apply to attend as chaperones (parent chaperones must complete Lifeline's volunteer requirements). If a field trip is planned, parents/guardians will receive adequate notice. Students will not be allowed to participate in field trips without parents/guardians' written permission. All Lifeline rules apply when students are on field trips.

Before a student participates in a school-sponsored field trip, it is the parent's/guardian's responsibility to inform the school of any emergency medical information, allergies, etc.

Summer School and Enrichment

Lifeline Education Charter School focuses on extensive student support structures (e.g. summer school, shadow classes, before/after-school tutoring) to help students progress educationally and, for high school students, to meet graduation requirements. Students identified for retention will be provided remediation and enrichment programs (e.g. after-school tutoring and summer enrichment).

High School

When students do not pass their A-G courses with a grade of "C" or better as required for graduation (see Graduation Requirements), the courses may be able to be made up in summer school and/or intersession, before- or after-school credit recovery programs, or by online courses, depending on Lifeline's offerings at the time. High School students may also be able to take enrichment and/or makeup courses during summer school, at an alternate school, or at a local state college or community college if the courses meet the requirements set forth by Lifeline. A student who is making up credits must have prior approval of the School Counselor before registering in a program other than the options that are provided by Lifeline.

Courses taken for enrichment only may not be applied to course requirements for graduation or to the calculation of class rank.

Elementary and Middle School

Students may take enrichment courses during the summer session but these courses will not be applied to course requirements or calculated into GPA or class rank. Enrollment in the summer school program is not guaranteed. In the event that summer school is not available, more information will be provided to students and families during the school year. Lifeline offers comprehensive after school and intersessional expanded learning opportunities to all unduplicated pupils in TK/K-8 grades.

Free and Reduced Lunch

Applications for free or reduced-price meals are included in the enrollment packets to all families and can also be obtained in the office. All families are encouraged to complete the application form to include as many eligible students as possible. A new application must be filed by each family each year.

Student Wellness

Lifeline is committed to the optimal development of every student. Lifeline 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, including good nutrition and physical activity before, during and after the school day. For a copy of the Lifeline's Wellness Policy, please contact the Business Office.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received unless an exception applies. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met.

Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School and as permitted by law.

Lifeline provides student screening for issues with vision and/or hearing, and for scoliosis. Screenings will be made available via partnerships with local medical clinics. This partnership may also provide a full range of health services at no cost to the students and parents. However, a parent or guardian of any child enrolled in Lifeline may annually file a written, signed statement with the Executive Director stating that he or she will not consent to a physical examination of his or her child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist consistent with state and local public health guidelines.

Pursuant to Health and Safety Code Section 120 336, Lifeline hereby notifies incoming sixth grade students that they are advised to adhere to current human papillomavirus (HPV) immunization guidelines before admission or advancement to eighth grade per state public policy. The recommended age for obtaining the HPV vaccine is 11-12 years old to ensure that adolescents are protected before they are exposed to the virus. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Access to Mental Health Services

Lifeline wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We also encourage parents/guardians and students to talk with any adult in the school if they are concerned about possible mental health needs for themselves or other students.

National Resources

Call 988
National Suicide Prevention Lifeline: 1-800-273-8255
Crisis Text Line: Text HOME to 741 741
Call 911

Community/School Resources

Los Angeles County Department of Mental Health Access Line: 1-800-854-7771
https://dmh.lacounty.gov/get- help-now/

2-1-1 Los Angeles: Dial 2-1-1 to access a hotline that provides information about community, health, social and disaster services

For more information about school-based mental health services and student eligibility please contact the Campus Administrator or a teacher.

Lifeline's Suicide Prevention Policy can be found on our website.

Additional State Resources: Bullying and Human Trafficking Prevention

To access more resources that provide support to youth who have been subject to discrimination, harassment, intimidation, or bullying please visit the CDE Safe School Website: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

The CDE has provided resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community at the following website: https://www.cde.ca.gov/ls/ss/sa/

Please utilize the following resources focused on human trafficking prevention:

https://www.cde.ca.gov/ls/ss/vp/commsexexploitationchild.asp
https://lacounty.gov/human-trafficking/
https://dcba.lacounty.gov/stophumantrafficking/

Immigration Resources

All students have a right to a free public education, regardless of immigration status and regardless of the immigration status of the student's parents or guardians. For more information about this issue, we recommend families review the "Know Your Educational Rights" portion of the guidance established by the California Attorney General to assist California's TK-12 schools in responding to immigration issues, available on the California Attorney General website here: https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf. The guidance also addresses policies for responding to hate crimes that target immigrants. The guidance is published to help ensure the State and its educators do everything within their control to make all California schools safe havens for California's students and families.

Reading Difficulties Screener Administration Notification

Lifeline is required to screen students in kindergarten through second grade annually for risk of reading difficulties, such as dyslexia. Administration of the Reading Difficulties Risk Screener ("RDRS") allows Lifeline to monitor early literacy skills, help identify those who may be at risk for reading difficulties, and provide timely support.

This school year, the RDRS will be administered to students on August 27, 2026.

If you do not want your child to participate in the RDRS, please submit a written request within two (2) weeks of receipt of this notice via email to **Ms. Jillian Smith, j.smith@lifelinecharterschool.com**.

Please note that Lifeline may exempt student(s) from the RDRS if the student already has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; if the student has been identified as eligible for special education and related services pursuant to the IDEA or a Section 504 plan; or if the student is in the process of being assessed for IDEA or 504 eligibility where the RDRS would be redundant with those assessments.

If you have questions or would like more information, please contact **Ms. Jillian Smith, j.smith@lifelinecharterschool.com**.

California Kids Investment And Development Savings Program Notification

As a California public school student, your child may be eligible to receive a California Kids Investment and Development Savings Program ("CalKIDS") Scholarship for college or career training. Funded by the State of California, a CalKIDS Scholarship can be used for qualified college and career training expenses such as tuition and fees, books and supplies, and computer equipment.

Checking a student's eligibility and claiming a CalKIDS Scholarship is quick and easy; it only takes a minute. You will need your child's 10-digit Statewide Student Identifier (SSID), which can be found on Infinite Campus.

For more information, to check your child's eligibility, and/or to claim their scholarship, visit CalKIDS.org.

Resources Related to Neurodiversity

Pursuant to Education Code Section 234.6, Lifeline hereby ensures that resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning are accessible to parents/guardians and scholars: https://ca-literacy-dyslexia-collab.ucla.edu/

Grading Policies and Procedures

Grades and Reports

Official grades will be posted electronically in Infinite Campus, Lifeline's Student Information System, eight (8) times per year. This includes four (4) interim progress reports (to be posted eight weeks after the beginning of each quarter); two (2) quarterly report cards (to be posted at the end of Q1 and Q3); and two (2) semester grade reports (to be posted at the end of Q2 and Q4).

NOTE: Interim progress report grades are reported at a time when all work may not yet be graded and should be interpreted as an indicator of progress only.

Parents will be reminded by email and/or school messenger when official grades are posted. If you do not have access to the Internet at home, parents may request a hard copy of interim progress reports be sent by mail. The School will mail home the quarterly and semester report cards for every student for record keeping purposes.

Elementary:

In Elementary School, students are graded on mastering standards. This grading is primarily done through assessments and performance tasks.

Middle/High School:

Although each department has their own grading scale, grades generally include credit for homework, classwork, projects, class participation and test and quizzes. Midterm and Final exams are also administered and together account for at least 20% of the course final average.

We encourage all students and parents to regularly check Infinite Campus for up-to-date grades and progress in their courses.

Failing Reports

It is important for parents to be kept abreast of their students' progress. Teachers may make phone calls to parents when a student's grades begin to decline.

If a student fails to complete assignments, his or her grade may decline enough to constitute an "F" or "Zero" in that class. Any student who has lower than a "C" average will be strongly encouraged to participate in the afterschool program or tutoring until their grades have improved.

Parents are encouraged to check Infinite Campus regularly to stay updated on student assignments and grades.

Homework

Homework is an integral part of students' academic careers. It is to be used as a tool to enhance what was taught in class. All teachers are expected to assign homework to their students at least three days per week. In middle school, homework should take students a minimum of 30 minutes for each assignment to complete

along with all projects. For high school students, 45 minutes to one hour should be required for each assignment along with all projects.

Parents are encouraged to utilize Infinite Campus to stay current on their child's grades, homework, missing assignments, discipline/ behavior incidents and academic status.

Graduation Requirements

In order to graduate from Lifeline, students must complete the "A-G" courses with a letter grade of "C" or better and at least a 3.0 GPA in those courses. The below Lifeline graduation requirements meet "A-G" and will qualify all graduating students for acceptance to the University of California and California State University systems:

Subject	Graduation Requirements	Applicable Courses
English	Four Years	English I, English II, English III, English IV, Honors English
Mathematics	Three Years	Algebra I, Honors Algebra I, Geometry, Honors Geometry, Algebra II, Honors Algebra II, Pre- Calculus
History/Social Studies	Three Years	World History, U.S. History, Government/Economics
Physical Education	Two Years	PE I and PE II
Science	Two Years	Biology, Chemistry, Physics
Foreign Language	Two Years	Spanish, Spanish II, Spanish III, Honors Spanish
Visual and Performing Arts	Two Years	Introduction to Art, Advanced Art, Introduction to Photography
Electives	Two Years (One Semester of Health Required)	E.g., Earth Science, Economics, Health, Speech and Debate
Vocation	One Semester	Internship Experience, Work Experience, Community Service

For more detailed information about the "A-G" requirements and minimum grades, please contact the School Counselor or Campus Administrator.

In addition, Lifeline requires students to do the following in order to graduate: (1) earn 220 credits total; (2) complete CPR training; and (3) attend a meeting in their Senior year with the Campus Administrator. Students are also encouraged to create a portfolio.

A student (and parent of the student) who is in danger of failing to meet the criteria above may be required to participate in a Student Success Team ("SST") meeting consisting of the student's teachers, a school counselor, administrator, and/or other relevant Lifeline staff members to develop a plan for meeting the appropriate benchmarks for graduation and strategy for resolving the barriers to successfully completing the same.

Some students (e.g., students with disabilities) may qualify for alternative graduation requirements. Please contact the Campus Administrator for more information.

Culmination/Graduation Ceremonies

Culmination/Graduation ceremonies are held at each of the Elementary, Middle, and High school campuses.

Students who meet the academic criteria for culmination or graduation, but who have more than 5% or a maximum of 10 unexcused absences or tardies during their culminating or graduating year, will not be permitted to participate in the culmination or graduation ceremony unless the student makes significant efforts to improve attendance.

Honor Roll Eligibility

Eligibility for Honor Roll is based on numerical grades that are calculated based on the following at the end of each quarter and semester:

Grades TK – 5th

Four core subjects **English Language Arts, Mathematics, Social Studies and Science** resulting in the following:

TK – 5th
Eagle Honors: 4's in all Core Subjects Honor Roll: 3's & 4's in all Core Subjects

All Citizenship grades must be either O or S.

Grades 6th – 8th

A minimum 3.5 cumulative grade point average (GPA) is required that includes all courses. GPAs will not be rounded off (e.g. a 3.49 is not rounded to a 3.5). All grades must be A, B, and/or C.

6th – 8th
Eagle Honors: 3.75 – 4.0+ Honor Roll: 3.5 – 3.74

High School

This GPA is un-weighted and is used for determining the honor roll. All classes including PE are included in the GPA. There is no weight for Honors (H) and Advanced Placement (AP) in determining this GPA. This GPA is recalculated every semester. College Classes are not included in this GPA.

High School (9-12)
Eagle Honors: 3.75 – 4.0+ Honor Roll: 3.5 – 3.74

Honor Roll Events

1st and 2nd Semester Honor Roll Celebration

Elementary: Honor roll students in Transitional Kindergarten (TK) through second grade (2) will be recognized on-site for their academic achievements at the end of each school year, for their first and second semester achievements. Students in grades three (3) and four (4) will be recognized for their second semester achievements, unless they do not meet the Honor Roll Dinner Criteria. These students will also be recognized at the end of the school year for their 1st semester achievements.

Secondary: Honor roll students in sixth grade (6) through twelfth grade (12) will be recognized on-site for their academic achievements at the end of each semester. Students who meet the Honor Roll Dinner Criteria for semester 1 will be recognized at the dinner only.

Honor Roll Dinner

The Honor Roll Dinner celebrates students in grades 3–12 for their consistent academic performance and commitment throughout Semester 1. To be eligible to attend, students must meet the following **cumulative** criteria:

- Maintain the required grades for Honor Roll status (3.5 or above) **throughout Semester 1**. (Principal's list does not meet this criterion).
- Have enrolled at LECS by September 1st and have a verified cumulative GPA by the school counselor.
- Have **no more than four (4) unexcused absences total for Semester 1**.
- **Not** be on a Behavior Modification Contract at any point during Semester 1.

All criteria are tracked cumulatively. Students who fall out of compliance at any point will no longer be eligible to attend the banquet.

Grade Scale

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Incompletes

An "Incomplete" grade may be assigned to students who have extenuating circumstances and are unable to complete a course during the current semester. Students must submit a request for an "Incomplete" and that must be approved by their Campus Administrator and the Business Office must be notified before an Incomplete grade is given.

Students who receive an Incomplete grade must resolve their Incomplete by completing their course within two (2) weeks of the semester grade posting and may not carry over into the next semester. Any Incomplete grade left unresolved after two (2) weeks of the semester grade posting will result in all remaining incomplete coursework (e.g. missing assignments, or missed finals) being recorded as a zero, with a final grade assigned based on the overall final grade including the missing coursework.

Seniors with an "Incomplete" may not participate in the graduation ceremony. All final grades must be complete prior to the graduation date.

NOTE: For seniors, all unresolved Incompletes will be recorded on their transcript and sent to the colleges to which they applied. Exceptions due to extended illness may be made only in accordance with the school's Attendance Procedures.

Retention Policy

Lifeline expects that each student will progress successfully through the grade levels and will meet grade-level standards of academic achievement. A student who fails to meet the grade-level achievement standards at the end of the academic year may nonetheless be able to catch up and meet the grade level standards by the end of the next academic year with appropriate supplemental instruction.

The School will clearly identify those students who have failed to meet expected minimum grade level standards or who are at risk of failing to meet those standards, and will develop supplemental instructional programs to address the academic deficiencies pursuant to the Education Code's requirements.

The social promotion of unprepared students from one grade level to the next, without regard to their academic achievement, can cause students to fall even further behind. At the same time, holding students back to repeat a grade (i.e. retention) without changing instructional strategies may not be effective. Consequently, Lifeline approaches all retention decisions in the context of appropriate academic interventions. Decisions regarding retention remain at the sole discretion of the School.

Retention for Students in Elementary or Middle School

As part of its retention procedures for students in kindergarten through grade eight, the School will follow the following steps:

1. Teachers shall identify students who are at risk of being retained at their grade level **as early as possible in the school year**.

2. A student's Campus Administrator, or designee, shall work with the student's teacher(s) to utilize the Student Success Team (SST) in attempting to help provide additional learning opportunities and support to a student who is not progressing at grade-level.

3. If the student is failing to make progress on grade-level standards, the parents must be notified of concerns early by the Campus Administrator or designee, so that the school and home may cooperate in helping him/her achieve greater success.

4. The School will endeavor to send an official notice to parent(s)/guardian(s) that a student is at risk of being retained **as early in the school year as possible**, and by February 15.

5. Most retentions should be at the primary level. However, older students may be considered if it is strongly felt retention will help the student.

6. No student shall be retained unless properly assessed by the SST.

7. No student shall be retained for more than one year in a grade level.

8. A Student Retention Report must be on file at the school for each student retained.

9. Parent notification of the Campus Administrator's final decision to retain is to be given as early as possible in the school year, but prior to the end of the school year.

Documented exceptions to these procedures may be made in special situations with the approval of the Campus Administrator and Executive Director.

High School

No high school student may be retained unless permitted by law.

Special Education

Nothing in this policy supersedes state or federal law governing special education students. (Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq.; Rehabilitation Act of 1973, 29 U.S.C. 794, title 34 C.F.R. Part 300, 34 C.F.R. Section 104.1, et seq.) As required by state and federal law, the individualized education plan shall govern the standards required for promotion and the placement determinations for special education students.

Appeal Procedures

A student's parent/guardian may appeal the School's decision to retain their student by presenting an appeal in writing to the Executive Director. The Campus Administrator will be afforded an opportunity to respond to the arguments made in the appeal either in writing or orally. The appealing parent/guardian has the burden of showing why the School's decision to retain should be overruled. This showing must be made by clear and convincing evidence that other interventions will more appropriately correct the student's academic deficiencies. Decisions issued by the Executive Director after an appeal are final.

Grade Level Placement of Transferring Students

Students who transfer to Lifeline during high school may be placed in the appropriate grade level according to the student's transferrable credits from their previous school(s). The grade level placement of any transferring student shall be at the sole discretion of Lifeline's Executive Director or designee.

Promotion/Acceleration Policy

Students progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of academic achievement. When high academic achievement is evident, a student may be recommended for acceleration into a higher grade level (i.e. skipping a grade). In addition to academic factors, a student's social and emotional growth is taken into consideration in making any decision to accelerate.

Acceleration from Kindergarten to First Grade

A student enrolled in Kindergarten may be enrolled in First grade at the discretion of the Executive Director and with the consent of the parent/guardian, upon a determination that the student is ready for First grade work. A Kindergarten student placed in the First grade must additionally meet the following minimum criteria:

1. The child is at least five years of age.
2. The child has attended a public school Kindergarten for a long enough time to enable school personnel to evaluate their ability.
3. School personnel determine the child is in the top of their age group in terms of general mental ability.
4. The physical development and social maturity of the child are consistent with their advanced mental ability.
5. The parent or guardian of the child has approved in writing the child's placement in the First grade.

Acceleration for Other Grade Levels

The decision to accelerate a student will be made only after careful consideration has been given with regards to serving the best interests of the student. Acceleration decisions are made as follows:

1. A student's parent/guardian or a student's classroom teacher may initiate a request to skip a grade level either at the mid-year point or at the end-of-year, by submitting a request in writing to the student's Campus Administrator.

2. The Campus Administrator will make an initial phone call to the student's parent/guardian to acknowledge the request was received and discuss the following steps.

3. Student records and work samples will be examined and assessed by the Campus Administrator in conjunction with the student's classroom teacher(s), to determine whether the student's assessments and work product indicate that the student is performing above current grade level. The student may additionally be administered an assessment at the level grade that they desire to skip (e.g. NWEA).

4. Student behavior files will be reviewed.

5. The Campus Administrator will request a conference with the student's parent/guardian to discuss the school's evaluation of whether acceleration is in the student's best interest.

6. If the Campus Administrator determines that a student should skip a grade, the following actions must be agreed upon:

    a. A signed counseling form acknowledging that the student will be seen by the school counselor bi-weekly for the first 6 weeks once accelerated, to help support the student's acceleration socially and emotionally.

    b. The Student Success Team (SST) will meet after the first 6 weeks and review the student's acceleration. The student's parent/guardian will be invited to attend the SST meeting(s).

    c. Additional meetings may be added if additional transitional support is needed.

Appeal Procedures

A student's parent/guardian may appeal the School's decision regarding acceleration of their student by presenting an appeal in writing to the Executive Director. The Campus Administrator will be afforded an opportunity to respond to the arguments made in the appeal either in writing or orally. The appealing parent/guardian has the burden of showing why the School's decision should be overruled. This showing must be made by clear and convincing evidence that the School's decision did not serve the best interests of the student. Decisions issued by the Executive Director after an appeal are final.

List of Course Descriptions (Prospectus)

The descriptions and instructional aims of every course offered by Lifeline are available upon request.

Homeless Students

Lifeline adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensures that each student—no matter their current housing situation—has equal access to the same free, appropriate public education as provided to all children. The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

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

In accordance with legal requirements, Lifeline will immediately enroll a homeless student regardless of the availability of school or immunization records.

School Liaison

Below is the contact information for Lifeline's Homeless Education liaison for homeless students:

Tinia Cortez
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
tiniacortez@lifelinecharterschool.com

Children and youth experiencing homelessness have the right to:

1. **Immediate Enrollment**: No matter the documentation.

2. **Transportation**: transportation support as needed to eliminate barriers to enrollment, participation and retention in school.

3. **Academic Access and Success**: This includes free meals, and all other academic supports afforded to their housed peers and more.

4. **Youth and families experiencing homelessness may request assistance from Lifeline's liaison or one of the State Coordinators**:
   Leanne Wheeler: LWheeler@cde.ca.gov
   Heidi Brahms: HBrahms@cde.ca.gov
   Karmina Barrales: KBarrales@cde.ca.gov

More resources related to homeless students' rights to enroll and fully participate in school can be found here: https://www.cde.ca.gov/sp/hs/cy/index.asp.

Foster Youth

Lifeline has adopted a policy governing foster youth who wish to enroll at the charter school, available in the Main Office. The following is a link to helpful Education Law Fact Sheets regarding the educational rights of students in foster care: https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp.

Below is the contact information for Lifeline's educational liaison for foster students, who facilitates the proper educational placement, enrollment in school, and transfer between schools of foster children and assists foster children when transferring schools:

Paula DeGroat
161 W. Victoria Street, Suite #200
Long Beach, CA 90805
(310) 885-1872
paula.degroat@lifelinecharterschool.com

Cheating/Academic Dishonesty Policy

Lifeline desires to promote a positive learning environment in which students are challenged academically and intellectually. Academic dishonesty is not tolerated in any form. Lifeline has adopted the following guidelines to address instances of academic dishonesty.

Academic Dishonesty

Academic dishonesty includes, but is not limited to:

1. Cheating on Exams.
2. Copying from others or plagiarism of any kind.
3. Having or using notes, formulas, or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
4. Having or using a communication device such as a cell phone, pager, Personal Digital Assistant (PDA), or other device to send or obtain unauthorized information.
5. Taking an exam for another student, or permitting someone else to take a test for you.
6. Asking another person to give you improper assistance, including offering money or other benefits.

7. Asking for or accepting money or any other benefit in return for giving another improper assistance.
8. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
9. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
10. Altering a graded exam and resubmitting it for a better grade.
11. Working together on a take-home exam, unless specifically authorized by the teacher.
12. Gaining or providing unauthorized access to examination materials.
13. Misrepresenting your academic accomplishments, such as by tampering with computer records.
14. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
15. Failing to promptly stop work on an exam when the time allocated has elapsed.
16. Forging a signature.
17. Hoarding or damaging library materials.

NOTE: Attempted academic dishonesty, even if unsuccessful, is treated as academic dishonesty. Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Cheating includes, but is not limited to, the following:

1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).

Plagiarism includes, but is not limited to, the following:

1. Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
    a. Using the services of a commercial term paper company or an artificial intelligence program.
    b. Using the services of another student.
    c. Copying part or all of another person's paper and submitting it as your own for an assignment.
3. Acting as provider of paper(s) for a student or students.
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.

6. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
7. Making up data for an experiment ("fudging data").
8. Citing nonexistent sources (articles, books, etc.).

CHEATING/ACADEMIC DISHONESTY – CONSEQUENCES:

Because cheating/academic dishonesty undermines the process of learning and teaching, it is a very serious breach of discipline policies. In all cases of cheating/academic dishonesty, whether on a homework assignment, a quiz, test, examination, report, or essay assignment, the teacher in whose class the student's infraction occurred will document and report the infraction to Administration, and will notify the student's parents of the infraction. Furthermore, the student will lose all credit for the assignment in question. For repeated offenses of cheating, consequences that are more stringent will apply. The School utilizes the following guidelines in instances of cheating or academic dishonesty. Consequences may depend on the factual circumstances.

First offense:
A. Teacher documents and reports to the Administration.
B. Student receives a "0" on the assignment/quiz/test.
C. Parents receive notification.
D. Student receives assignment to detention/Saturday School.
E. Teacher will assign a "U" in citizenship for the current grading period (if applicable).
F. Student placed on Behavior Modification Contract.

Second offense:
A. Teacher documents and reports to the Administration.
B. Student receives a "0" on the assignment/quiz/test.
C. Parents receive notification.
D. Parent conference.
E. Student may receive on-campus suspension (1-3 days).
F. Student will be ineligible and/or lose eligibility in all academic organizations and will be removed from any elected and/or appointed leadership position for the remainder of the school year.
G. Student will receive no academic recognition at award events, including Honor Roll Banquet, promotion and graduation ceremonies, for the current school year.

Additional offenses:
A. Teacher documents and reports to the Administration.
B. Student receives a "0" on the assignment/quiz/test.
C. Parents receive notification.
D. Parent conference.
E. Student may receive on-campus suspension (1-3 days).

Fourth offense:
A. Teacher documents and reports to the Administration.
B. Student receives a "0" on the assignment/quiz/test.
C. Parents receive notification.
D. Parent conference.

E. Student may receive an off-campus suspension.

Mobile Phones, Smart Watches, and Other Electronic Communication Devices

The School recognizes that the use of electronic communication devices, such as cell phones, interferes with the educational mission of the school and can, among other things, impact student performance. As such, the School prohibits the use of electronic communication devices, including cell phones, smart watches, and other electronic communication devices during school hours and during after-school and intersession programs in accordance with the School's Personal Electronic Device Policy.

Students may access and use their cell phone under the following limited circumstances:

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

Calls to and from parents do not constitute valid reasons for a student to use a cell phone. If a parent needs to contact a student, he/she must call the school office. A message will be given to the student in a timely manner; or if necessary due to an emergency, the student will be taken out of class to take the call.

If any faculty or staff member sees or hears one of these devices, it will be confiscated unless one of the exceptions listed above applies. Lifeline is not responsible for lost, damaged, or stolen cell phones or other communication devices. All devices brought to school are done so at students' risk.

Electronic Media Devices

Electronic media devices include but are not limited to headphones, Air Pods, iPods, iPads, tablets, Mp3/Mp4 players, Kindles, eReaders, CD players, DVD players, walkmen, radios, etc. No electronic media devices are permitted to be used on campus unless the student is required to have such devices as part of the student's individualized education program or Section 504 plan. If these devices are brought to school, they must be kept in students' backpacks or in their lockers.

If it is the first offense, the device will be returned at the end of the day. On the second offense, the device will be held until retrieved by a parent/guardian.

Acceptable Use and Internet Safety Policy

Students shall not:

1. Use the network to access and/or transmit material in violation of any law, including copyrighted material.

2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs, or racial epithets; or discriminates on the basis of gender, national origin, sexual orientation, race, religion, ethnicity, disability or age or other protected characteristic.
3. Degrade, damage or disrupt equipment or system performance.
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load or use programs without written permission of a technology administrator.
9. Use the Internet for personal purposes.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any individual with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.
12. Forward chain letters.
13. Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community.
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of "hacking" or knowingly engage in any other illegal activity with using the network.

Students must:

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.
4. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator.
5. Treat all computer areas and equipment with the utmost care and respect.

Students may access the Internet only with adult supervision, and must notify a teacher or staff member immediately if they come across inappropriate content. In addition, students may not use the Internet to give out personal information (such as a home address, telephone number, or picture) about themselves or other students. Student use of electronic resources is restricted to teacher-approved projects, research and use.

All students and parents will be required to sign a Technology User Agreement for Students.

Closed Campus Policy

To keep our students in a supervised, safe, and orderly environment, Lifeline maintains a "closed campus" policy at all campus locations.

Lifeline students must be escorted by a parent/guardian or emergency contact (over the age of 18) and be signed out at the reception desk, if leaving campus before the end of the regular school day. Students who are in violation of this policy shall be subject to disciplinary action.

Students who become ill during the school day must go to the School Office to contact a parent/guardian or emergency contact to pick them up. No student will be released, unless escorted by parent/guardian or emergency contact (over the age of 18). Students must be signed out before being released from campus.

School Activities & Extra-Curricular Activities

After School Tutoring

In this program, staff spends time after school to review what is being taught in the classroom. This program is open to all students, but the focus is on those students whose best efforts result in below average academic achievement. Students with a "C" or below may be mandated to attend after school tutoring. The focus of this program is student academic achievement and mastery of established benchmarks. For more information, please see your Campus Administrator.

Extra-Curricular Activities

Students at Lifeline are provided with several choices for extracurricular activities and they vary per campus. For specific information regarding extra-curricular activities, please see your campus receptionist.

Lifeline Student Leadership Team

Students in grades 3rd – 12th are eligible to participate in school leadership. Students must be nominated and elected each year to serve in a leadership capacity for their campus. Each student must meet the following conditions:

- Must have maintained a B or higher grade average last year.
- Must have a letter of recommendation from any Lifeline teacher.
- Must have no more than 10 tardies or absences for the past semester.
- Must have not have a "U" in citizenship (if applicable); or be on a Behavior Modification Plan.
- Agree to maintain regular attendance in leadership meetings and participate in leadership activities.

Parent Teacher Organization

Research shows that getting involved in your child's education helps him/her thrive at school. Not only is your child more likely to earn higher grades and stay in school, but the schools themselves get better when parents take an active role. One great way to keep a constant connection to your child's school is to join the Parent Teacher Organization (PTO).

PTO is also a great way to share opinions and information with other parents and your child's teachers, to learn about what's going on in school, and to be part of a strong voice speaking for children's welfare. For more information on joining the Parent Teacher Organization, please contact the Business Office.

Site Advisory Council

The parent's role at Lifeline Education Charter School is very important. A copy of Lifeline's Parent and Family Engagement policy is available in the main office. We believe the more involved the parent is in their child's educational process, the more the child's chance of academic success increases.

Each year between 4 - 10 parents are elected by their peers to become a member of the Site Advisory Council.

The Site Advisory Council is responsible for making collaborative recommendations to the Board of Directors in relation to the school's total governance, including, but not necessarily limited to:

- Policies and procedures for operations
- Educational programs/Instructional strategies
- Recommendations for new school policies and procedures
- Fundraising recommendations and implementation
- Event recommendation and implementation
- Promoting parent participation and volunteerism

Athletics

Lifeline offers an Athletic Program designed to build excitement, develop academic and athletic skills, as well as increase school pride--providing the students in the program multiple possibilities that will inspire them to become Athletic Scholars.

Concussion/Head Injuries

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

Sudden Cardiac Arrest

Lifeline is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at

Lifeline must review the information sheet on sudden cardiac arrest via the link below: https://www.cdc.gov/heart-disease/about/cardiac-arrest.html.

Dress Code

Uniform Dress Code Policy

Lifeline Education Charter School enforces a dress code for all students attending school. Unless otherwise noted, all students are expected to wear the appropriate school uniform that consists of khaki or black pants (or skirts), a burgundy polo style collared shirt for all students, and regular closed toe/heel shoes free of gang attire. Burgundy polo shirts with the school logo may be purchased from the School; however, a student's own burgundy polo style shirt is also acceptable. Students are not required to purchase a shirt with a logo on it.

For the safety of all Lifeline students and staff, the administration bans any clothing style that indicates gang affiliation, violence, or drug use, and reserves the right to ban any clothing style that distracts from the learning environment.

Students may not dress in a manner that (1) creates a safety hazard for the student or for other students and/or (2) constitutes a serious and unnecessary distraction to the learning process or tends to disrupt campus order. Students will be required to modify his/her clothing and/or apparel in such a manner that it no longer violates this policy. If necessary, the student will be provided conforming loaner clothing for the day.

A. **Pants or Shorts - Khaki or black**

1. Oversized or baggy pants or shorts will not be permitted. Baggy pants or shorts constitute: when pulled and pinched, the waistline of the pants (located at the hipbone of the student) will have more than one inch of excess material. Oversized pants or shorts: pants or shorts may not be more than one size larger than student's actual size.
2. Sagging pants or shorts will not be permitted. All students must wear their pants with a belt. Pants and shorts worn correctly will sit on the student's natural hipbone.
3. The length of hemmed pants will be no longer than the heel of the shoe.
4. No ripped or frayed jeans.
5. No leggings or jeggings
6. Walking shorts, no more than 3 inches above the knee.
7. Rubber bands on the student's pants are not permitted.

B. **Skirts/Jumper – Khaki or black**

1. Skirts may be no more than 3 inches above the knee.

C. **Shirts**

1. Burgundy polo style shirts are required for all students.
2. Shirts worn under uniforms may only be burgundy, white or black.

D. **Outerwear**

1. Students are encouraged to wear black or burgundy jackets and sweaters.
2. No hoodies (hooded sweatshirts) other than Lifeline hoodies are to be worn on campus.

3. Graphic jackets, sweaters, or sweatshirts may only be worn on free/theme dress days.

E. **Hats**

1. Hats/caps/beanies/scarves/bonnets/du-rags are not permitted unless advance notice of specific occasion or religious purposes is given.

F. **Hair**

1. Students' hair must be groomed neatly at all times.
2. Braids and natural styles are acceptable for all students.
3. Hair color must be comparable to a natural hair color (e.g. black, brown, natural red or burgundy, blonde, etc.). No neon or extreme hair color (e.g. blue, pink, green, purple, yellow, orange, pastels, etc.)
4. All facial hair must be neat and not excessive.

G. **Jewelry/Accessories/Tattoos**

1. Excessive jewelry is not permitted (including large hoop earrings and long thick chains with large medallions).
2. Tongue rings, lip rings, eyebrow piercing, chin piercing, toe rings, and other rings on any other body part are strictly forbidden.
3. Tattoos should not be visible and should remain covered at all times to the extent practicable.
4. Body ink (i.e. students drawing on their own skin or other students' skin with pens, markers, paint, etc.) is not permitted.
5. Only prescription glasses may be worn. Other types of glasses may not be worn on campus.

H. **Shoes**

1. Shoes must be worn at all times. Enclosed footwear with a substantial sole is required.
2. No platform shoes or boots (over 1 inches for Elementary students, and 2 inches for Middle School students, and 3 inches for High School students).
3. No beach-style thong shoes, house shoes or slippers, Crocs, and metal reinforced footwear.
4. Shoes may not represent any gang affiliation (no solid colors of red, burgundy, blue, purple; Nike Cortez, etc.).

The Lifeline Education Charter School uniform policy will be strictly enforced.

<u>Casual Wear Days</u>

On specified days and usually for field trips, students may be permitted to wear the following casual wear:

- Lifeline t-shirt provided by the school (with LECS logo)
- Jeans (blue or black)

Families will be notified in advance of Casual Wear Days.

Free Dress Days

Lifeline may allow students "Free Dress" days in which they may wear clothes that are not uniforms. During these specified "free dress" days, students are not required to wear a burgundy polo shirt and khaki/black pants/skirt, but must still adhere to the rest of the uniform policy mentioned above (e.g. no baggy pants, no hats/caps, etc.) and may **not** wear the following:

1. **Prohibited Garments**
   - A. Halter tops, tube tops, or tops with straps less than 1 inch wide.
   - B. White or black undershirts worn as shirts.
   - C. Strapless or off-the-shoulder apparel.
   - D. See-through garments such as blouses, tops, shirts, skirts, etc.
   - E. Low-cut garments or any clothing that reveals undergarment or chest.
   - F. Bare midriff garments.
   - G. Short skirts (more than 3 inches above the knees).
   - H. Jackets or cover-ups to conceal clothing that reveals bras or midriffs are not acceptable.
   - I. Leggings, yoga pants or jeggings are not appropriate in lieu of pants/shorts or a skirt.
   - J. Fishnet stockings or stockings with holes.

2. **Violent, Suggestive, or Obscene Garments**
   - A. Garments with violent, gang affiliation, suggestive or obscene statements will not be allowed.
   - B. Garments, accessories, or tattoos with slogans or pictures depicting or promoting gang affiliation, drugs, alcohol, tobacco, weapons or other controlled substances are not appropriate.

3. **Jewelry/Accessories**
   - A. Earrings, jewelry or accessories that present a safety hazard to the wearer or others, are not permitted.
   - B. Spiked or studded jewelry or apparel of any kind, including ankle bands, bracelets, chokers, rings, gloves and belts are not permitted.
   - C. Only prescription glasses may be worn. Other types of glasses may not be worn on campus.

Theme Dress Days

On specified days, students may be permitted to wear theme/spirit dress (e.g. Rock Star day). Families will be notified in advance of Theme Dress Days at their student's campus. *Theme Dress is completely optional.* If students do not participate in the Theme Dress, they must otherwise comply with the School's uniform policy.

College Dress - Middle and High School Only

In order to help get our students excited for college, the Middle and/or High school campuses may allow College Dress days (e.g. College Dress Wednesdays). On those days, students may wear a shirt from a College or University of their choice, in lieu of a burgundy polo.

Families will be notified in advance of College Dress days at their student's campus. *College Dress is completely optional.* If students do not participate in the College Dress day, they must otherwise comply with the School's uniform policy. During these specified "College Dress" days, students may wear the College or University shirt of their choice, but must still adhere to the rest of the uniform policy mentioned above (e.g. Khaki or black pants/shorts or skirt, no baggy pants, no hats/caps, etc.).

Professional Dress Days – High School Only

In order to prepare our students for the work force, our High school students are encouraged to dress professionally on the last **Thursday of the month**. *Professional Dress is completely optional.* If students do not participate in the Professional Dress day, they must otherwise comply with the School's uniform policy. During these specified "Professional Dress" days, students may wear the below clothing instead of a burgundy polo shirt and khaki/black pants/skirt, and must still adhere to the rest of the uniform policy mentioned above (e.g. no baggy pants, no hats/caps, etc.):

1. **Shirts**
   - A. Solid-white, collared dress shirt (full sleeve preferred).
     - i. Shirt may not display any visible insignia, logos, or brands.
   - B. Shirts must be ironed.

2. **Bottoms**
   - A. Black or neutral (e.g. brown/tan, grey, navy, etc.) colored slacks or skirts that are no more than three inches above the knee.

3. **Shoes**
   - A. Black, brown, or navy dress shoes - fully enclosed (covering the toes and heel).
     - i. Students may not wear athletic shoes.

Local Law Enforcement Notification

Lifeline will report any instances of criminal behavior to the Sheriff's Department or local law enforcement agency as appropriate.

Child Abuse Reporting Policy

State law requires all School employees, governing board members, adult volunteers who interact with students outside the immediate supervision of the student's parent/guardian or an employee, and contractors whose duties require contact with or supervision of students ("Mandated Reporters") to report suspected cases of child abuse or neglect. Mandated Reporters are not allowed to call or contact parents to investigate this matter. The law specifically states that the local law enforcement agency has jurisdiction to investigate any report of child abuse. All Mandated Reporters will abide by the State law and school policy in reporting suspected cases of child abuse or child neglect. All Mandated Reporters will receive annual training on the mandated reporting requirements within six weeks of the first day of each school year or their first day of employment or within six weeks of commencing volunteer services, as applicable.

Terrorist or Criminal Threat

A threat made directly to or known to any student or staff to commit a crime that would reasonably result in death, terror, serious injury, or serious physical property damage will be reported to law enforcement.

A terrorist threat can either be done verbally or in writing, but the threat does not have to be explicit nor expressed in a written or verbal format.

When a campus is made known of a terrorist threat, the Campus Administrator or designee will implement the school's emergency response plan procedures, if warranted. This can include:

- Arranging for an initial assessment when a threat is received to determine the threat level.
- Conducting an evaluation once the threatener is identified (this could include a physical search by local law enforcement or by school personnel).
- Using an assessment model and outside professional support to help on reviewing each threat.

A threat assessment will be conducted to determine the level of the threat. During the assessment, students and parents may be contacted and will be expected to provide information to help evaluate the threat, as applicable.

Once the assessment is completed, a determination will be made and appropriate measures will be taken. In the event that a suspension or expulsion is warranted, the Lifeline discipline policies will be followed. Local law enforcement may conduct their own investigation and additional charges may be brought.

Willful Interference and Material Disruptions of School Operations

Any adult or other person over 16 who is not a pupil of the school who comes upon any school ground or into any schoolhouse and willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor.

Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor.

It is the duty of school employees to report an attack, an assault, or a menace by a pupil to law enforcement authorities.

Gambling

No gambling of any kind whatsoever is permitted at Lifeline. Further, every person who deals, plays or carries on, opens or causes to be opened, or conducts either as owner or employee, whether for hire or not, any game of faro, monte, roulette, lansquenet, rouge et noire, rondo, tan, fan-tan, stud-horst poker, seven-and-a-half, twenty-one, hokey-pokey, or any banking or percentage game played with cards, dice or any device, for money, checks, credit, or other representative of value, and every person who plays or bets against any of such prohibited games, is guilty of a misdemeanor and shall be punishable by a fine not less than one hundred dollars ($100) nor more than one thousand dollars ($1,000), or by imprisonment in the county jail not exceeding six months, or by both such fine and imprisonment.

Malicious Mischief

A pupil who defaces, damages, or destroys any school property may be suspended or expelled consistent with school policy.

Pornography

Every person who sells, distributes, displays, or gives away any harmful matter, i.e. pornography, may be punishable by a fine and/or imprisonment, will face disciplinary action and be reported to law enforcement.

Indecent Exposure

Indecent exposure is not permitted. Offenders will face disciplinary action and be reported to law enforcement.

Assigning Detention

Lifeline teachers, Campus Administrators, and/or the Dean of Students may use detention as a measure of discipline as needed in their classrooms and on campus.

Procedures for Detention:

- A completed detention assignment form will be given to the Campus Administrator and/or the Dean of Students to request that students serve detention.
- It will be the responsibility of the Campus Administrator or Dean of Students to ensure that parents are contacted. Parents will be notified by phone call and/or notice for all detentions.
- In-school detention (e.g. lunch detention) typically lasts for 25 minutes.
- Afterschool detention session will last a minimum of 30 min and up to one hour (based on the incident).
- Afterschool detention cannot be assigned on the same day of an incident. Parents must receive notice that their child will be staying after school to serve detention.

- Students who are absent on the date of afterschool detention will serve their detention on the date of return.
- Students are expected to arrive to detention on time, and follow all directions given by the detention facilitator.
- If a teacher or parent desires that a student do a specific assignment during detention, they are to inform the staff member and or administrator who will be overseeing detention on that day.

What should students do during detention?

- Students may engage in a lesson, discussion, training, reflection, or other conversation about their behavior. Students may be provided the option to participate in campus beautification.
- Students may be assigned a behavioral standards based lesson that addresses the student's specific infraction.
- Students may be provided homework or make-up work.

Remember, this is a time for students to focus on changing their behavior and learn to be more productive citizens.

Saturday School

Lifeline may provide Saturday School, e.g. to make-up absences. Students (and parent of the student) who are assigned to Saturday School will be informed in advance.

Attendance Recovery Program

Lifeline may offer an Attendance Recovery Program ("ARP"). Attending ARP is a way for students to ensure they do not fall behind academically and make-up absence(s) for purposes of school-related privileges (e.g., participating in sports, attending the Honor Roll Dinner). Attendance recovery sessions are only offered before or after school, on weekends, and/or during intersessional periods. Student participation in the program is voluntary. Lifeline complies with all applicable legal requirements in operating this program. For questions about Lifeline's Attendance Recovery Program, please contact the Campus Administrator.

Safe Storage of Firearms Notice

California law requires schools to provide annual notice to parents/guardians of California's child access prevention laws and laws relating to the safe storage of firearms. (Ed. Code §§ 48 986, 49 390 et seq.)

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.
    - **Note**: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Student Attendance Procedures

Attendance and Excuses

Students are required to attend school regularly. Procedures have been established that will enable school personnel to determine the reason(s) for all pupil absences and to take appropriate actions in cases of excessive absences/truancy.

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Campus Administrator or designee.

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

The School shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be significantly affected by excessive unexcused absences.

Reporting an Absence or Tardy

We ask that parent/guardians notify their child's campus every morning prior to the start of the instructional day when their student is going to be absent or tardy. This is to help ensure that we verify each student's safe arrival at school and that we accurately record each student's daily attendance. Please be ready to provide the following information:

Name of caller and relationship to student
Student name
Grade level/Teacher name
Reason for absence

Methods of appropriate communication include, but are not limited to: phone call, email, written note, or in-person.

Student Tardy Policy

Regular and punctual attendance is expected of all students. Students must be in their seats when the tardy bell rings. A student is considered tardy upon arrival to any class after the tardy bell. Any unexcused tardy in excess of 30 minutes, may be counted toward truancy. The following tardy policy will be followed school-wide:

Three (3) tardies in one quarter: Office and/or teacher will call parent or guardian and offer counseling
Five (5) tardies in one quarter: Office and/or teacher will call parent; student will serve after school detention
Seven (7) tardies in one quarter: Mandatory conference with student, parent, teacher, and administrator

The student and his or her parent/guardian may be required to sign an attendance contract after seven (7) tardies, under 30 minutes each, in one quarter. For tardies over 30 minutes, see the Truancy Process below.

When arriving late, the parent/guardian or student is expected to sign in through the school office and obtain a tardy slip *before* reporting to class. This practice supports student safety.

Student Absence Policy

All absences – excused or unexcused – take away from a student's classroom instruction. Every time a student is absent, the parent will receive notification via telephone and/or in writing.

Excused Absences

The Executive Director or designee is responsible for determining whether an absence is excused or unexcused, in accordance with applicable law and Board policy.

Excused absences may include:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for or grieving the death of a member of the immediate family or of a person that is determined by the student's parent/guardian to be in such close association with the student as to be considered the student's immediate family
    a. Excused absence in this instance shall be limited to five days per incident
    b. "Immediate family" shall be defined as parent/guardian, grandparent, brother, sister or any other relative living in the student's household
5. If a student's immediate family member, or person determined by the student's parent/guardian to be in such close association with the student as to be considered the student's immediate family, has died, for any of the following purposes limited to three days per incident:
    a. To access services from a victim services organization or agency
    b. To access grief support services.
    c. To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent/guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.
6. Jury duty
7. Observation of holiday or ceremony of the student's religion
8. Attendance at religious retreats for no more than one school day during a semester
9. Serving as a member of a precinct board for an election pursuant to Elections Code Section 12 302
10. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Education Code Section 49 701, and has been called to duty for, is on leave from, or has immediately returned from, deployment
11. An attendance or appearance in court
12. Attendance at the pupil's naturalization ceremony to become a United States citizen

13. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
14. Participation in a cultural ceremony or event.
15. Participation of a middle or high school student engaging in a civic or political event, provided that the student notifies the school ahead of the absence.
16. Other absences at the discretion of the Executive Director or designee.

Absences for all other reasons, unless agreed upon by the Campus Administrator, shall be considered unexcused.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student
    b. Name of parent/guardian or parent representative
    c. Name of verifying employee
    d. Date or dates of absence
    e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written record shall be made, including information outlined above.
4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. Absences due to illness exceeding 2 consecutive school days require a note from a healthcare provider excusing the absence and specifying the amount of time excused. In addition, when a student has accumulated 10 absences in the school year for illness, any further absence(s) for illness require a note from a healthcare provider excusing the absence and specifying the amount of time excused, regardless of the length of the absence due to illness.

Class participation is an integral part of students' learning experiences, and parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Regardless of whether the absence will be considered excused or unexcused, Parents/guardians are expected to call the school receptionist by 8:30 a.m. if they are aware their child will not be attending school that day.

Truancy Process for Classroom Students:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Campus Administrator or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Campus Administrator or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. Also, students who have more than three (3) unexcused absences in a semester will not be eligible to attend the banquet.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an Attendance Contract. This letter must be signed by the parent/guardian and returned to the School. The student will also lose Leadership Privileges, unless the student makes significant efforts to improve attendance. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST). In addition, the parent/guardian will receive a "Habitual Truancy Letter #3." This letter must be signed by the parent/guardian and returned to the School. The student will also lose school event privileges, unless the student makes significant efforts to improve attendance.
5. At this point, the Campus Administrator will notify the Executive Director of the student's absence problem, so that the Executive Director may discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
    a. The Executive Director and/or designee(s) shall work to ensure the parent/guardian that no further unexcused absences or tardies can be tolerated.
    b. The Executive Director and/or designee(s) shall consider and communicate with the parent/guardian one or more of the following consequences and outcomes for non-compliance with the terms of the contract:
        1) Inviting the parent/guardian to attend school with the child
        2) Student retention if appropriate
        3) Offering school counseling
        4) Notification to the District Attorney
    c. Notice of action(s) recommended by the Executive Director and/or designee(s) may be provided in writing to the parent/guardian.
6. If the work of the Executive Director and/or designee(s) is not met and/or the student continues to be chronically absent or tardy, the student may incur additional administrative action up to and including disenrollment from the school in accordance with the policies and procedures required by law and charter, as set forth in the next section below.
7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet and/or any updated

contact information provided by the parent/guardian. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in violation of the Attendance Contract. The student will then be required to appear before the Executive Director and/or designee(s) again to discuss the unexcused absences or tardies and notification may be made to the District Attorney. After such meeting, or after reasonable attempts to schedule the meeting if the parent/guardian is nonresponsive, the Charter School may commence disenrollment procedures for the student in accordance with the policies and procedures required by law and charter, including provision of at least five school days' written notice and an opportunity for a hearing. In addition, if a student is absent for ten (10) or more school days during the school year without valid excuse, and parent/guardian cannot be reached and/or does not appropriately respond to the Charter School's communication attempts, Charter School may commence its disenrollment procedures for the student as described above. Please see the "Suspension and Expulsion Policy and Procedures" section in this Handbook for further details about the applicable procedures regarding involuntary removal.

Referral to Appropriate Agencies

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

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

Reports

The Executive Director, or designee, shall from time to time gather and report to the Board the number of absences both excused and unexcused as well as truancies, and the steps taken to remedy the problems.

Attendance and Tests

All tests administered during an excused absence may be made up with full credit. Previously announced tests may be given on the day returned.

Middle School and High School students are responsible for notifying the teacher on the day of return of their absence and arranging a time to make-up an exam or quiz. This make-up may be scheduled during the lunch period or after-school. Failure to do so may result in a score of zero (0).

Making Up School Work Due to Absence

Excused Absences

- Students may make up all work missed with no grade point deduction if the absence is excused. Students will be given one day make-up for each day absent.
    - Example: A student who is absent on Tuesday should have all make-up work completed by Thursday.

Unexcused Absences

- Homework/class work - the student is expected to make up any assignment, etc., that was given during their unexcused absence, and is responsible for subject matter covered during the absence. Failure to do the assignment will result in a grade of zero (0). Makeup time-line is the same as excused absence. At the middle and high school levels, students with unexcused absences will not be able to achieve full credit for make-up work. At the elementary level, students with unexcused absences may have their merit score impacted.
- A student who is suspended is responsible to make up all missed work.

Students may be required to attend the after-school tutoring Monday through Thursday and Saturdays to make up instruction (as offered) missed due to absences. Standards based instruction requires that students be present all school days to receive the appropriate instruction. Students missing too much school are severely in danger of not successfully completing classes for graduation and college.

Requests for Family Vacations

Family vacations are generally considered unexcused absences. Families are encouraged to take scheduled vacations when school is not in session. Missing school can make a significant negative impact on student success. There is no substitute for classroom instruction. Children cannot fully understand the learning without being part of the complete classroom instructional process, especially in the format of standard based education mandated by the State of California and the Federal Government. Where a student must miss school days due to a family vacation, said students will be expected to make up their class time after school, Monday through Thursday and in Saturday School. Students leaving for vacations will be expected to perform well on all State Examinations. If a student will be removed from school for a family vacation, the following must be followed to avoid classification as a truant as defined above:

Parents/Guardians should notify the Campus Administrator at least two (2) weeks in advance if they are planning to take students out of school.
The time lost above will count as unexcused absences.
The student must make-up all work missed during these absences; make-up work for missed work due to unexcused absences is generally not accepted for full credit.

Absences taken during posted mid-term and final examination periods are greatly discouraged.

Absence Due to Medical Illness

Accommodations may be made for students absent due to medical reasons. A statement by a physician must be produced giving the prognosis of length of time the student will be absent and the nature of the illness.

EXPECTATIONS OF STUDENT BEHAVIOR

ZERO TOLERANCE FOR VIOLENCE = EXPULSION

Violence, in any form, has no place anywhere in society; that includes schools! Lifeline Education Charter School has enforced a "NO TOLERANCE" policy regarding violence of any sort.

Students involved in fights, no matter how minor, or who threaten to cause harm to another person have been, and will be promptly suspended, and recommended for expulsion, consistent with the School's policies. NO EXCEPTIONS! This no tolerance policy has significantly reduced the incidents of violence on our campus. Yet, sadly, some students continue to be suspended and expelled for this behavior. We ask all parents/guardians to discuss this issue with their children and remind them that a permanent mark on their school records of "SUSPENDED" and/or "EXPELLED" is not worth a momentary lapse of self-control, which results in violence.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including but not limited to, any of the following: (1) While on school grounds (2) While going to or coming from school (3) During the lunch period, whether on or off the campus (4) During, or while going to or coming from, a school sponsored activity.

Lifeline's student Suspension and Expulsion Policy and Procedures, as described below, relates to the Charter School's expectations of its students regarding attendance, school behavior, dress, mutual respect, substance abuse, violence, safety, and work habits. Students and their parents are required to verify that they have reviewed and understood the policy at the beginning of each school year.

Violation of the Suspension and Expulsion Policy below may result in a variety of consequences, including but not limited to verbal warnings, written warnings, loss of privileges, isolation in a supervised area, detention during or after school, notices to parents by telephone or letter, parent conferences, suspension, or expulsion.

Suspension and Expulsion Policy and Procedures

The Pupil Suspension and Expulsion Policies are 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 48 900 et seq. which describes the non-charter 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 48 900 et seq. The Charter School is committed to an 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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.

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 ("IDEIA") 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided with a 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 native language of the student's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

The written notice shall inform the student, parent/guardian, educational rights holder, attorney, county social worker, and/or tribal social worker, as applicable, of the right to request 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, provided that the request is made before the effective date of the action. If the student's parent, guardian, educational rights holder, attorney, county social worker, and/or tribal social worker as applicable accordingly requests such a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

If there is a decision to disenroll, the Charter School's enrollment complaint form shall be sent to the student and family, and a notice will be sent to the student's district of residence within thirty (30) days.

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

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.

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 or violence upon the person of another, except self-defense.
   c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11 053-11 059, 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 11 053-11 059, 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, which includes but is not limited to, electronic files and databases.
   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   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 11 014.5.
   k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
   o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
   p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
   q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with the student's exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   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.
   iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. **Non-Discretionary Suspension Offense**s: 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 Executive Director 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 or violence upon the person of another, except self-defense.
   c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11 053-11 059, 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 11 053-11 059, 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, which includes but is not limited to, electronic files and databases.
   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   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 11 014.5.
   k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
   o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
   p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is

likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with the student's exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. **Non -Discretionary Expellable Offenses**: Students must suspended and 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 Executive Director or designee's concurrence.

If it is determined that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

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

The conference may be omitted if the Executive Director 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 47 605(c)(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.

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.

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 Executive Director or Executive Director'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.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47 605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it, or by an Administrative Panel following a hearing before it. The Administrative Panel shall consist of at least three members who are certificated and not a teacher of the pupil. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

The hearing of the Board or Administrative Panel 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.

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 a five day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording or a summary.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel or Board 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.

The decision of the Administrative Panel or Board shall be in the form of written findings of fact. The final decision shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors or Administrative Panel is final.

If the Board or Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors or Administrative Panel to expel, shall send written notice of the decision to expel, including the 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 Executive Director 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.

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.

No Right to Appeal

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

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.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan, 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.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district, private school, or charter school shall be in the sole discretion of the Executive Director, after a meeting with 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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Suspension and Expulsion of Students with Disabilities

Notification of SELPA

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

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 alterative educational setting.

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 direct manifestation of the student's disability and that the conduct in question was not a 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.

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.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 Executive Director 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 USC 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

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 IDEIA- 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 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.

HANDBOOK ACKNOWLEDGMENT

I have received a copy of the Student-Parent Handbook. I have read the handbook and agree to be responsible for following it to the best of my ability.

Print Student's Name _____

Birthdate _____

Signature of parent(s)/guardian(s) _____ Date _____

Signature of Student _____ Date _____

STUDENT UNIFORM DRESS CODE AGREEMENT FORM

I agree to support the Lifeline uniform dress code policy and understand that it is beneficial for my child to wear clothes that conform to the school dress code at all times. I agree to adhere to the Lifeline uniform/dress code requirements as required by the school to the best of my ability.

I understand that my child's failure to comply with the uniform dress code requirements of Lifeline Education Charter School may result in appropriate procedures.

Print Student's Name _____

Birthdate _____

Signature of parent(s)/guardian(s) _____ Date _____

Signature of Student _____ Date _____

LIFELINE EDUCATION CHARTER SCHOOL
MEDIA CONSENT FORM

_____ _____
Print Student's Name Birthdate

I, as the parent or legal guardian of the above named student, do hereby perpetually and irrevocably grant to the Lifeline Education Charter School, Inc., its officers, agents, employees, students, assigns, and licensees ("Lifeline"), the right, permission, and license to record the above named student's likeness and/or voice with still photography, film, videotape, digital recording or storage device ("Recordings") and to edit such still photographs, film, videotape, or digital files at Lifeline's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from any of them for educational or promotional purposes.

I understand and agree that use of such Recordings will be without any compensation to the student or the student's parent or guardian. I understand and agree that Lifeline and its licensees may display or otherwise use the student's first and last name with its use of the Recordings for educational or promotional purposes. I understand and agree that Lifeline and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.

I do hereby waive any right to inspect or to approve the Recordings or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have, release and hold harmless Lifeline, its authorized representatives, and licensees from any and all actions, claims, damages, costs or expenses, including attorney's fees, brought by the student and/or parent/guardian with respect to the eventual use to which any of the Recordings are or may be applied.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of California and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily. I understand that withholding my signature does not impact the enrollment status of my child. I understand that providing this consent is optional and will not change the services or instruction the student receives. I acknowledge that I have legal authority to sign this form on behalf of the minor child named above.

_____ _____
(Printed Name of Parent / Legal Guardian) (Signature of Parent / Legal Guardian / *Student signature if over 18 years old*)

_____ _____
(Address) (Telephone)

_____

_____
(Date)