



Student & Family Handbook 2022-2023



## WELCOME, SEED STUDENTS & FAMILIES!

The The SEED School of Los Angeles County team is honored to bring the county's first college-prep boarding school that provides students with a pathway to college and career readiness by engaging in computer sciences, engineering, and studies of systems and societies through transportation infrastructure.

This upcoming summer, August 2022, we will open our doors to 125 ninth graders who will be our founding The SEED School of Los Angeles County cohort of students. Growing one cohort every year over the next four school years, we will reach a full capacity of 400 students. As a boarding school, we provide our students with the gift of time by spending 120 hours per week on campus with us from Sunday through Friday with an enthusiastic and committed group of teachers, counselors, advisors, and staff.

What a commitment to college and career readiness looks like in our classes is students engaging in a rich curriculum across all content areas that are grounded in close reading, writing, and critical thinking skills. This work will lead to opportunities for building models, debates, capstone projects, and Ted Talks to support collaborative learning. It also looks like students asking questions of one another and finding joy in curiosity—and ultimately, it feels like inspiration.

After-school and in the evenings, we foster learning opportunities through our Student Life Program which provides academic support to students through structured study and extracurricular activities such as dance, robotics, gardening, and engineering to name just a few. Boys and girls basketball and soccer teams will be offered as part of our Athletics Program and are essential pieces of our school community. In walking the campus during after school hours, you might see courage as students try something new or cheers when a student lands a solution to a challenging problem. It feels like a community.

Ensuring high quality education for our students also means a belief that learning extends beyond the walls of our campus. External partnerships will offer a wide range of learning experiences such as international trips, internships and community service-learning projects that contribute to college readiness and success.

We look forward to getting to know families, students, and partners this academic year..



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## THE SEED SCHOOL OF Los Angeles County: GENERAL INFORMATION

### THE MISSION OF THE SEED SCHOOL OF Los Angeles County

The SEED School of Los Angeles County believes in access to quality education and college completion as a solution to urban poverty. All young people, regardless of their circumstances, should have an opportunity to achieve their true potential. Therefore, our overarching mission is to prepare SEED students for success in college and beyond. We do this by partnering with urban communities to design and implement an innovative model that integrates a rigorous academic program with a nurturing boarding school program. At full capacity, The SEED School of Los Angeles County will serve 400 students in grades 9–12 who are from an economically disadvantaged background, have faced tremendous adversity, and want to benefit from time in a more academically rigorous 24-hour environment.

### ENROLLMENT AT SEED Los Angeles County

During the inaugural year, The SEED School of Los Angeles County will actively recruit 8th grade students. The SEED School of Los Angeles County will also actively recruit students who may be receiving services from DCFS and other public social services in LA County, and/or students who are homeless or “housing insecure.” Students with special needs will have equal opportunity to apply and be enrolled.

### LOCATION & CONTACT INFORMATION

American Jewish University (2022-23 academic year)  
15600 Mulholland Drive, Los Angeles , CA 90077  
Tel (323) 843-6700

The SEED School of Los Angeles County County (Permanent campus)  
8400 S Vermont Avenue, Los Angeles , CA 90044  
Tel (323) 843-6700

WEBSITE: [www.seedschoolla.org](http://www.seedschoolla.org)  
SCHOOL COLORS: Burgundy & Gray  
MASCOT: TBD



## THE SEED SCHOOL OF Los Angeles County: GENERAL INFORMATION cont'd

### THE NINE PRINCIPLES OF ALL SEED SCHOOLS

#### Belief #1 – College-Bound Culture

We believe in a standards-based, college-preparatory model, providing children with the academic, organizational, and professional life skills and supports to enable each child to attend and succeed in college.

#### Belief #2 – 24-hour Learning Environment

We believe that a boarding school model can deepen student learning. We commit to keeping every child safe and secure; to using the gift of time to know and nurture each student's passions; and to providing seamless, consistent, and fulfilling academic and life experiences.

#### Belief #3 – Positive Culture of High Expectations

We have the highest expectations that all of our students and staff will believe and consistently exhibit our core values of responsibility, gratitude, respect, self-discipline, compassion, and integrity.

#### Belief #4 – Integrated and Engaging Program to Foster Love of Learning

We strive to help each child find his or her passion through a relevant academic curriculum, after school enrichment, student leadership, authentic experiences, and summer experiences.

#### Belief #5 – Individual Student Support

We believe that each student is unique and deserves individual attention to their needs.

#### Belief #6 – Focus on Data and Continuous Improvement

We believe that frequent and varied assessments and data analysis are critical to showing our students their own progress and essential to practitioner accountability and focus.

#### Belief #7 – Recruiting and Nurturing Outstanding Educators

We believe that all of the adults within the SEED community are teachers and role models. We commit, first, to hiring exceptional adults, and, second, to coaching, training, and supporting them so that they can better guide our students' achievement and success.

#### Belief #8 – Family and School Partnership

We believe that active partnership with parents/guardians is essential to the success of SEED students. With clear and regular communication and on-campus events, opportunities to contribute to school governance, and through educational workshops, we strive to collaborate with our families to enable them to best support our students and the school mission.

#### Belief #9 – Community Relationships

We believe in being contributing members of the community and we believe that the community has essential resources to augment the educational experience of SEED youth.



## THE SEED SCHOOL OF Los Angeles County: GENERAL INFORMATION cont'd

### SEED'S CORE VALUES

1. RESPECT - Being civil, cordial, courteous, and having unconditional appreciation for the value and dignity of all people and things.
2. RESPONSIBILITY- Taking ownership and being accountable for your words, actions, and results.
3. PERSEVERANCE - Having steady commitment, persistence, and patience, even when there are obstacles or discouragement.
4. INTEGRITY - Being honest and fair and doing the right thing even when no one is looking.
5. COMPASSION - Showing concern and empathy, being helpful, and supporting others.
6. GRATITUDE – Extending kindness and expressing affection for the gifts, time, and talent of others.
7. GROWTH – Committing to excellence, continuous improvement, and learning.

### NON-DISCRIMINATION POLICY

The SEED School of Los Angeles County does not discriminate on the basis of race, sex, age, color, national origin, religion, or disability. This requirement extends to all SEED Los Angeles County programs and activities, including employment and admissions as applicable and in accordance with state statute regarding student eligibility criteria.



THE SEED SCHOOL OF Los Angeles County: GENERAL INFORMATION cont'd

DRESS CODE

SHIRTS	<ul style="list-style-type: none"> <li>● All students may opt to wear either the white SEED Oxford uniform shirt (with logo) or burgundy polo (with logo).</li> <li>● All high school students must purchase a minimum of one SEED Oxford uniform shirt (with logo) and tie to be worn during professional dress attire days and other more formal events.</li> <li>● Shirts must be of an appropriate length to be tucked in at all times.</li> <li>● Shirts may not be tight or revealing.</li> <li>● Long sleeved shirts may not be worn under the white SEED Oxford shirt or burgundy polo.</li> </ul>
PANTS, SKIRTS, SHORTS	<ul style="list-style-type: none"> <li>● Gray pants, knee-length shorts, or knee-length gray skirts may be worn throughout the school year.</li> <li>● Pants and shorts should be casual-dress style. Students may not wear cargo pants or shorts, drawstring pants, jogger pants, leggings, jeggings, or “skinny pants.”</li> </ul>
TIES	<ul style="list-style-type: none"> <li>● Burgundy ties must be worn with the white SEED Oxford shirt during formal events.</li> </ul>
BELTS	<ul style="list-style-type: none"> <li>● Belts must be worn with pants, shorts or skirts with belt loops.</li> <li>● Belts must be solid black, solid brown, or solid tan.</li> <li>● Belt and belt buckles must be plain and appropriate.</li> </ul>
SHOES	<ul style="list-style-type: none"> <li>● Solid black, solid white, solid tan, solid burgundy or solid brown shoes must be worn.</li> <li>● Soles of the shoes must be solid black, white, tan, or brown but does not have to match the color of the shoe.</li> <li>● Shoes must be closed-toed and may include solid color dress or athletic style shoes.</li> <li>● No high heels, flip flops, open-back shoes</li> </ul>
SOCKS	<ul style="list-style-type: none"> <li>● Socks must be solid black, white, tan, or brown.</li> <li>● Both socks must be matching.</li> <li>● Closed-toed shoes must be worn during outdoor activities.</li> </ul>
OUTERWEAR	<ul style="list-style-type: none"> <li>● No hoodies may be worn during class or during the academic school day.</li> <li>● All outerwear must be worn over the SEED oxford shirt or polo shirt.</li> <li>● Students may wear solid white, black, or burgundy sweaters or jackets with their uniforms. SEED jackets (earned or purchased) may be worn as a part of the SEED dress code.</li> </ul>



THE SEED SCHOOL OF Los Angeles County: GENERAL INFORMATION cont'd

\* Please note that on Dress Down Days, students must still wear closed-toed shoes and appropriate clothing to school. Any students wearing clothing that is too tight, revealing, or otherwise inappropriate will be required to change.

PE UNIFORMS

SHIRTS	<ul style="list-style-type: none"> <li>All students must wear the SEED P.E. Shirt.</li> </ul>
SHORTS	<ul style="list-style-type: none"> <li>Solid colored gym shorts that are fingertip length or sweatpants must be worn</li> </ul>
SHOES	<ul style="list-style-type: none"> <li>Closed-toed athletic shoes must be worn.</li> </ul>

EVENING DRESS CODE

SHIRTS	<ul style="list-style-type: none"> <li>All shirts must be an appropriate length.</li> <li>No strapless shirts or shirts with spaghetti straps may be worn.</li> <li>Shirts should fit and may not be tight or revealing..</li> <li>No shirts with offensive or inappropriate images or language may be worn.</li> </ul>
PANTS, SKIRTS, SHORTS	<ul style="list-style-type: none"> <li>Shorts and skirts must be at least knee-length.</li> <li>Pants, skirts, and shorts should fit and may not be tight or revealing.</li> <li>Pants and shorts must hang at the waist.</li> </ul>
SHOES	<ul style="list-style-type: none"> <li>Closed-toed shoes must be worn during outdoor activities.</li> <li>Students may not wear slippers, slides, or flip flops outside of the house.</li> </ul>

PROFESSIONAL DRESS EXPECTATIONS

On designated Mondays throughout the school year, students are encouraged to wear professional dress attire throughout the academic school day. Acceptable attire includes dress pants, button-down collared shirts, neck ties, business dresses, pants/skirts, and blouses. Please note that on Dress Down days, students must still wear closed-toed shoes. Any students in clothing that is too tight, revealing, or inappropriate will be required to change.





## ACTIVITIES, RITUALS, TRADITIONS & CELEBRATIONS

At The SEED School of Los Angeles County County, we are a part of a network of three schools and we follow in their footsteps with many shared traditions and rituals. As we grow in size, we look forward to adding new traditions and rituals to our school program.

### COMMUNITY MEETINGS

Community Meetings take place weekly and are a time for staff and students to come together and discuss upcoming events, celebrate successes, practice social skills, and welcome visitors. These meetings will be designed and facilitated by the Director of Student Support Services, Director of Student Life, Student Life Counselors, and The SEED School of Los Angeles County Faculty and Staff.

### DREAM CEREMONY

The Dream Ceremony takes place at the start of each school year and marks the significant decision of students and their families to attend a boarding school. This semi-formal assembly is open to parents, supporters, staff and students. At this ceremony each student reads a Dream statement that they work on preparing with their teachers and Student Life Counselors that captures their goals for themselves as they think towards the future.

### COLLEGE AWARENESS WEEK

College Awareness Week promotes The SEED Los Angeles County's college bound culture. College Awareness Week may include workshops, lectures, visits from college representatives, and raffles, which are all geared towards readying students for the college application process and starting college. Each College Awareness Week is also an opportunity for community wide involvement, as The SEED School of Los Angeles County faculty and staff have the opportunity to share information about their respective alma maters.

### HONORS ASSEMBLIES

Honors assemblies are held quarterly and are open to families and supporters of our students. These events recognize students for their academic achievements and their social skill development.

### HONORS CELEBRATIONS

Students who achieve High Honor Roll at the end of each quarter are invited to a special meal or activity to celebrate their academic accomplishments.

### TEST PREP WEEK

Test prep week is an assigned week of the school year which is organized by a faculty/staff sponsor, a Senior Leadership Team member, and student representatives. The week involves preparing for state-wide testing in a fun and creative way to boost student morale.

### SPIRIT WEEK

Spirit Weeks will be designated weeks of the school year organized by a faculty sponsor, the Programmatic Leadership Team, and student representatives. The week involves student dress down days and culminates in a Pep Rally.



## ACTIVITIES, RITUALS, TRADITIONS & CELEBRATIONS cont'd

### INCENTIVE TRIPS

Incentive trips are those which students must earn the opportunity to attend. These trips are planned by the Director of Student Life and may include trips to play laser tag, visit a local landmark, or even a larger culminating overnight trip. The criteria for each trip will be made known to students and parents in advance.

### SPARKS!

SPARKS! are the talents, hobbies, and interests of young people. Many students know what their Sparks are (athletics, drawing, dancing, robotics, etc.) while others need assistance in pinpointing what their sparks may be. SPARKS! is a designated time of day that allows students to explore these interests and offers a social and recreational outlet for students, an opportunity to learn a new skill or craft, and a means to connect with others. Connection to a caring adult is an important aspect of the development of a student's SPARKS!. By exploring new SPARKS! while further developing existing ones, students broaden their knowledge of the world and of themselves.

### STUDENTS LEADING AT SEED

Student leadership is important to us at SEED. It allows our children the chance to develop their voice and ability to advocate for change. In addition to everyday leadership opportunities, the following list provides a few examples of leadership opportunities at SEED:

- Clubs and activities are set up to allow students to assume developmentally appropriate levels of leadership. Sponsors facilitate increasing levels of student autonomy in making decisions, organizing activities, developing procedures, etc.
- Community meeting leadership
- Student Ambassador Program
- Student Government
- Captain of sports teams (intramural and competitive)

### FAMILY AMBASSADORS PROGRAM

The Family Ambassadors Program is a dynamic team of SEED family members that are selected and trained to represent The SEED School of Los Angeles County in our community. After completing a one-hour training, family members are certified to represent the school in various events, such as campus tours, open houses, community events and school presentations. Family members play a key role in assisting the Admissions department with family outreach and brand awareness, and are provided with a wide variety of networking opportunities.

### COLLEGE PREPAREDNESS WORKSHOPS

These workshops lay the foundation to address:

- Challenging students to see college admission and attendance as the goal after high school
- Encouraging students to understand basic concepts regarding college options
- Encouraging students to understand how they can build a profile and support network that can help reach their college goal



## ACTIVITIES, RITUALS, TRADITIONS & CELEBRATIONS cont'd

### FAMILY NIGHTS

Family involvement and participation makes for healthy relationship building at The SEED School of Los Angeles County. Family Nights are designated evenings throughout the year in which families are invited to visit the school and spend time getting to know each other while having fun. Activities may include board games, SPARKS, trivia, art projects, or book clubs.

### NEW STUDENT ORIENTATION (NSO)

NSO is a week-long program that introduces new students and families to The SEED School of Los Angeles County's staff and program. It is a required component of the SEED Los Angeles County experience. During NSO, students will visit a college campus and be honored at an assembly at the end of the week.

### BIRTHDAYS

It is important at SEED to celebrate special occasions with students and families. SEED allows guardians to come and celebrate birthdays with their child and his/her house on a certain day of the week. The Director of Student Life will send specifics at the beginning of each school year.

### PARENT WORKSHOPS

Parent Workshops are SEED staff led workshops with varying topics about what we do at SEED and how that can be mirrored at home. They take place on specific check-in days throughout the school year.

### FAMILY CELEBRATIONS

Throughout the year, families will be invited to participate in regular celebrations and recognition assemblies to honor the progress and achievements of The SEED School of Los Angeles County scholars.



## GENERAL SCHOOL POLICIES

### HOURS OF OPERATION

The general hours for conducting business at The SEED School of Los Angeles County are 7:00 PM – 8:30 PM on Sunday and 8:00 AM – 7:00 PM Monday through Thursday.

### VISITING CAMPUS

We encourage guardians to shadow students on campus according to our protocol for pre-scheduled visits. All visitors must sign in upon arrival to either The SEED of Los Angeles County campus at the main desk. All visitors must have an identification card which will be checked by our security and/or office staff prior to entering our program space. Visitors must either have pre-scheduled business with a The SEED School of Los Angeles County employee or have a pre-scheduled visit with their child. Visits must be set up no less than 48-hours ahead of time with a school leader. Only legal guardians, or those authorized as emergency contacts will be permitted to meet with a child or to discuss a child's progress with school staff.

### VISITOR CONDUCT

We expect all members of our community including staff, students, guests, and family members of students, to display our Core Value of respect while visiting campus. Any visitor who does not adhere to our campus visit protocol, and/or who does not demonstrate respect towards our students, staff and/or campus, will be asked to leave campus and may be restricted from attending future activities or visiting campus.

### CHECK-IN & CHECK-OUT PROTOCOL

For those families who would like to use The SEED School of Los Angeles County's transportation services, please complete the transportation request form at the time of enrollment, or by the start of the school year. Check-in for all students is between 8:30 PM – 9:30 PM each Sunday. Check-in times are subject to change and will be communicated to all students and families.

Students are checked out each Friday afternoon. Students must be checked in/out by a Parent/Guardian or authorized adult specified by the Parent/Guardian at time of enrollment on the emergency contact list. Further information regarding check-out procedures will be given at the Mandatory Parent Meetings in August.

All students must be picked up by 2:00 PM on check-out days. Families who repeatedly are late for pick-up on check-out days may be required to pay a supervision fee for the time beyond check-out.

Parents who are unable to arrive during the required check-in times on Sunday must notify the staff between 5:30 PM – 7:00 PM. Students with an excused absence from Sunday check-in will be permitted to check-in the following morning between 6:00 AM – 7:00 AM at the American Jewish University.

Proper documentation must be provided to staff for absences to be excused, there are no exceptions! Check in following an unexcused absence is permitted during the hours of 4:00 PM – 5:30 PM the following day at the American Jewish University.

For updated check-in and dismissal information, please refer to the monthly 2022– 2023 SEED calendar. Please note that the 2022 – 2023 The SEED School of Los Angeles County calendar is subject to change. Guardians will be notified of any changes with as much notice as possible.



## GENERAL SCHOOL POLICIES cont'd

### TRANSPORTATION OPTIONS RELATED TO STUDENT DROP-OFF AND DISMISSAL

Legal Guardians, or other adults designated by the student's legal guardian on the Student Access Form, are permitted to bring students to school and pick them up from school.

Students who are picked up at the American Jewish University on check-out days must be picked up prior to 2:00PM. If a parent or legal guardian would like to designate another family member or adult to drop-off or pick up the student, The SEED Los Angeles County must have a Student Access Form on file indicating prior written authorization submitted by the legal guardian specifically authorizing the alternate adult. Any changes with regard to authorized persons for pick up must be received by SEED Los Angeles County at least 1 school day in advance of dismissal day. Without having prior, written authorization from the parent or legal guardian on file, SEED Los Angeles County will not release the student with an alternate adult.

Families must indicate which of the two following transportation options they are electing prior to the start of the school year. The SEED School of Los Angeles County provides the following transportation options:

#### Transportation option #1:

Family elects into transportation services. SEED provides one of the following:

The SEED School of Los Angeles County Transportation: South LA pick-up and drop-off will be at the Boys and Girls Club located at 5029 Vermont Avenue, Los Angeles County, CA 90037 down the street from the permanent campus.

Depending on the demand and the route schedule, The SEED School of Los Angeles County will also coordinate with Boys and Girls Club in Antelope and West LA among other LA County based organizations. Before the start of each school year, families that request the need to use SEED transportation will receive confirmation of the route, stop location and schedule.

Approved Los Angeles County buses: In addition to using The SEED Los Angeles County's 7-passenger vans, school bus transportation is also available. The SEED School of Los Angeles County contracts with an approved Los Angeles County School Bus company to provide this service at no cost to families. Depending on the demand and the route schedule and before the start of each school year, families that request the need to use The SEED School of Los Angeles County's transportation will receive confirmation of the route, stop location and schedule.

Approved Drop-Off Locations: For students who are registered as participants in SEED Los Angeles County's transportation service, The SEED of Los Angeles County will determine the Friday drop-off location that is conveniently located by the child's home and the transportation route. On Fridays, drop off locations will be approved after-school programs that remain open until no later than 6:00 PM. The SEED School of Los Angeles County will work with each family to make the best arrangements possible and The SEED School of Los Angeles County will cover the cost of the after-school program.

#### Transportation option #2:

Students are dropped off and picked up at American Jewish University by their legal guardian or other adult authorized on the Student Access Form. Families Requesting Changes to the Student's Assigned Transportation: Families requesting changes to a student's transportation arrangements must be made in writing and must be submitted to the office staff at least 1 school day in advance of the day in which the change is requested. Please note that The SEED School of Los Angeles County staff are NOT authorized to transport students back and forth from school in their own personal vehicles. If you need additional information, please contact a staff member.



## GENERAL SCHOOL POLICIES cont'd

### THE SEED SCHOOL OF LOS ANGELES COUNTY IS A SAFE ZONE FOR IMMIGRANT STUDENTS AND FAMILIES

Our school is a welcoming community for all students, families, and staff. This means that:

- Students and their families who are fearful of deportations and are looking for help can find support and resources at The SEED School of Los Angeles County, including on-site counseling and referrals to agencies that offer assistance on immigration matters;
- In accordance with Plyler v. Doe decision, the The SEED School of Los Angeles County will continue to enroll students regardless of their immigration status; families will not be asked to provide proof of legal immigration status;
- The SEED School of Los Angeles County will cooperate with appropriate agencies to make sure that immigration enforcement efforts do not take place at or near our campus

### LGBTQI & Social Studies Curriculum

The California Board of Education unanimously approved a history and social studies curriculum that includes prominent LGBT figures and milestones—from the Stonewall riots of 1969 to the legalization of same-sex marriage in 2015—for public school students. Education Code Section 60040 directs governing boards to only adopt instructional materials that “accurately portray the cultural and racial diversity of our society.” That section already included a number of groups, and was amended by Senate Bill 48, “The LGBTQ History Bill” to include all of those in Section 51204.5: “a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” As a reminder Senate Bill 48 prohibits charter and alternative schools from engaging in discrimination per Section 235 of the Education Code.

### Transgender Bathrooms & Facilities

State laws require that all public schools, including charter public schools, allow students to use restrooms and locker rooms “consistent with their gender identity.” The Department of Education emphasizes that requiring transgender students to use same-sex facilities violates Title IX, the 1972 law that prohibits discrimination based on sex. It is important to note that in the State of California, AB 1266:Pupil rights: sex-segregated school programs and activities, has prohibited discrimination in schools on the basis of transgender since 2013.

### Student Free Speech and Freedom of Expression Policy

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the time, place, and manner of speech or activities in order to maintain a safe and peaceful campus for all students and The SEED School of Los Angeles County employees.



## GENERAL SCHOOL POLICIES cont'd

Students who fail to follow the directive of school site administrators of the SEED School of Los Angeles policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. The SEED School of Los Angeles County has no control over how local law enforcement will handle the situation. While the SEED School of Los Angeles County recognizes and respects a student's freedom of speech rights, The SEED School of Los Angeles County employees shall not promote, endorse, or encourage students to participate in any demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of The SEED School of Los Angeles County. For further information, please contact the Head of School.

### INDEPENDENT STUDY POLICY

The SEED School of Los Angeles County may offer independent study to meet the educational needs of students enrolled at The SEED School of Los Angeles County. Independent study is an alternative education designed to teach the knowledge and skills of the grade-level core curriculum. The SEED School of Los Angeles County shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees. Students who voluntarily choose to enroll in The SEED School of Los Angeles County's independent study program have the alternative option of attending a classroom-based instructional program in a school of their district of residence or potentially at The SEED School of Los Angeles County subject to capacity. These independent study policies have been established by The SEED School of Los Angeles County in alignment with Education Code 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021), and adopted pursuant to Education Code 51747 and 5 C.C.R. 11701. The following written policies have been adopted by the

Board for implementation at the SEED School of Los Angeles County and are effective as of the start of the 2022-23 school year:

1. The Principal or designee is responsible for managing the independent study program, which includes reviewing and granting requests for independent study for The SEED School of Los Angeles County students. The Principal or designee will determine if a student qualifies for independent study based on criteria including the below:
  - a. Experienced certificated staff are available to effectively supervise students in independent study;
  - b. Ensuring the enrollment does not result in noncompliance with independent study ADA requirements (e.g. ADA-to-Certificated Teacher Ratio per Education Code § 51745.6; ensuring 80% of ADA generated by the The SEED School of Los Angeles County is from classroom-based instruction per Education Code 47612.5; etc.).
  - c. No individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study unless his/her Individualized Education Program ("IEP") specifically provides for such participation.
  - d. No student that is referred or assigned to The SEED School of Los Angeles County pursuant to Education Code 48915 or Education Code 8917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study.



- e. In accordance with Education Code 51747.3(b), students enrolling in the independent study program must be residents of Los Angeles County or an adjacent county.



## GENERAL SCHOOL POLICIES cont'd

- f. The Principal or designee is responsible for establishing the number of available seats for short-term and full-time independent study and must consider the independent study ADA requirements (see Section 1(b)) in making these determinations. The Executive Director or designee may consider factors under Section 1(a)-(e) and other factors in determining the total number of full-time independent study seats and enrollment eligibility.
2. For students in all grade levels offered by The SEED School of Los Angeles County, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days. (Education Code 51747(a).)
3. When any student fails to complete three (3) assignments during any period of twenty (20) school days, or fails to make satisfactory educational progress (defined below in Section 4), the school will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (Education Code 51747(b).) The SEED School of Los Angeles County may disenroll students who accrue ten (10) unexcused absences due to failure to turn in assignments.
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP. The Principal or designee is responsible for making this determination based on all of the following indicators:
  - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code 52060(d)(4)-(5).
  - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.
  - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code 51747(b)(2).)
5. The school will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by a The SEED School of Los Angeles County for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747(c).) To support student's needs in the area of English Development the District will provide support (academic and other) through targeted instruction and intervention via a digital curriculum focused on language development, teacher use of specially designed academic instruction in English (SDAIE), and consultation (as necessary) with District specialists regarding language development.
6. For students who participate in independent study at The SEED School of Los Angeles County for at least fifteen (15) school days per year:
  - a. If a student does not generate attendance for more than three school days or 60 percent of the



instructional days in a school week, or for students who are in violation of their independent study written agreement, The SEED School of Los Angeles County shall:



### GENERAL SCHOOL POLICIES cont'd

- i. Verify current contact information for each enrolled student;
  - ii. Notify parents or guardians of lack of participation within one school day of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
  - iii. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for re-engagement; and
  - iv. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and wellbeing. (Education Code 51747(d).)
- b. Based on each student's grade level, their assigned teacher of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC 51747(e).) "Live interaction" means interaction between the student and The SEED School of Los Angeles County staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.
- i. "Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher of record, and involving live two-way communication. (EC 51745.5.)
  - ii. For students in grades 9-12, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. The school will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non participatory for that school day. (Education Code 51747.5(c).)
  - iii. The SEED School of Los Angeles County will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non participatory for that school day. (Education Code 51747.5(c).)
- c. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Principal or designee or their assigned teacher of record. If there is capacity in the school's in-person program at the student's grade level, the school will transition the student within five schooldays. If there is not capacity in the school's in-person program at the student's grade level, the school will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student's educational records within five schooldays, and offer the student an opportunity to join the school's waitlist. (Education Code 51747(f).)

7. A current written agreement shall be maintained on file for each student participating independently at The SEED School of Los Angeles County. The independent study agreement for a student must require and cover a study plan



### GENERAL SCHOOL POLICIES cont'd

that represents the same amount of study that would be required of a student in the classroom. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Also each agreement shall include, but is not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress.
- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel that will be made available to the student.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.
- f. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- g. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- h. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health support.
- i. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)
- j. The SEED School of Los Angeles County will comply with the written independent study agreement signature requirements set forth in Education Code 51747(g)(9), including:
- k. For School Years After 2021-22 (Must Obtain Signatures Before Independent Study Instruction): Each

independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the



## GENERAL SCHOOL POLICIES cont'd

certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

- i. Before signing a written agreement, and upon the request of the parent or guardian of a student, the school will conduct a phone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code 51747(h)(2).)
8. Family Rights and Responsibilities: The independent study program entails a commitment by the parent/guardian and the student. Families participating in independent study agree to:
  - a. Support the student, including by monitoring the student's progress in the independent study program and helping the student track important deadlines (e.g., assignment deadlines).
  - b. Complete the independent study agreement.
  - c. Participate in any interventions recommended by the school to promote academic success.
9. Supervising Teacher Responsibilities:
  - a. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated The SEED School of Los Angeles County employee. (Education Code 51747.5.)
  - b. Principal or designee shall oversee the teacher(s) who directly supervise independent study on a regular basis and ensure that the teacher(s):
    - i. Complete designated portions of the independent study agreement and add additional information to the agreement when appropriate.
    - ii. Supervise and approve coursework.
    - iii. Design/identify curriculum objectives.
    - iv. Communicate with students as required by the independent study agreement.
    - v. Assess all work that students are required to submit to the teacher.
    - vi. Personally judge the time value of assigned work or work products completed and submitted by the student.
    - vii. Select and save with each independent study agreement, representative samples of the student's completed and evaluated assignments.
    - viii. Maintain any required records and files on a current basis.
    - ix. When appropriate, determine and assign grades or other approved measures of achievement.
10. The SEED School of Los Angeles County Administrative Responsibilities:
  - a. The SEED School of Los Angeles County will not provide independent study students and parents/guardians with funds or items of value that are not provided for other students and parents/guardians. (Education Code 51747.3(a).)
  - b. The SEED School of Los Angeles County may claim apportionment credit for independent study only to the

extent of the time value of student or student work products, as personally judged in each instance by a certificated teacher. (Education Code 51747.5(b).)



### GENERAL SCHOOL POLICIES cont'd

- c. The SEED School of Los Angeles County will maintain records of the independent study program as required by law. School records maintained by The SEED School of Los Angeles County shall identify all students participating in its independent study program and shall specify the grade level in which each of these students are enrolled.
- d. The SEED School of Los Angeles County will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student's participation in live interaction and synchronous instruction as described above in Section 6.2. (Education Code 51747.5(c)-(d).)
- e. Records of the independent study program shall be maintained for audit purposes and shall include the following:
  - i. A copy of the Board policy and procedures related to independent study.
  - ii. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their independent study agreements.
  - iii. A file of all independent study agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
  - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals. (5 C.C.R. 11703.)
11. The SEED School of Los Angeles County shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
12. No student who qualifies for special education services under the Individuals with Disabilities in Education Act ("IDEA") shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan ("IEP").
13. The Principal will comply with all applicable law regarding independent study, including ADA-to-certificated employee ratio requirements and course-based independent study requirements (if applicable). (EC 51745 et seq.; 5 C.C.R. 11700 et seq.)



## GENERAL SCHOOL POLICIES cont'd

### CALIFORNIA MATHEMATICS PLACEMENT POLICY FOR STUDENTS ENTERING 9TH GRADE

The SEED School of Los Angeles County is committed to providing a “fair, objective, and transparent” mathematics placement policy for all students entering 9th grade. In preparation for the school year, we have developed criteria and protocols for accurately evaluating and placing students in appropriate mathematics courses that will best support our commitment and vision for ALL students to be college and career ready. We will consider the following multiple objective academic measures of pupil performance to inform student placement:

1. Standardized statewide mathematics assessment score based upon CAASPP achievement levels: standards exceeded, standards met, and standards nearly met from grades 6 and 8.
2. Results from a diagnostic assessment (administered at the end of the year and/or within the first three weeks of school) to ensure accurate student placement and permit re-evaluation of individual student progress.
3. End of course exam, summative assessment grade measuring student mastery on state-adopted standards with a grade of C or above, and demonstrating sufficient preparation for the next in sequence mathematics course.
4. Final math grade on the end of the year official report card.
5. Teacher recommendation based upon classroom assessments, grades, and habits of mind.
6. For students receiving special education services, the final mathematics placement will be determined by the student’s IEP team.

If a parent/guardian would like for his/her child's mathematics placement to be reconsidered, the following steps are in place:

1. Per parent/guardian’s formal request, site administration may make available the outcomes from the objective multiple performance measures listed above.
2. Per parent/guardian’s formal request, site administration will allow the student to take the end of course, final summative assessment. Based on the results of this assessment, site administration may reconsider the student's math placement.
3. Parent/guardian may also request a waiver requesting his/her child be placed in the next in sequence course. However, such a request would be against the professional recommendation of the site administration. By signing the waiver, the parent/guardian will acknowledge and accept responsibility for requested placement.

Our Mathematics Placement Policy will be posted on our organization’s website and will be addressed at the beginning and end of each school year.



## GENERAL SCHOOL POLICIES cont'd

### SUICIDE PREVENTION POLICY

The following suicide prevention policy was adopted by the The SEED School of Los Angeles County Governing Board on August 4, 2022. Protecting the health and well-being of all our students is of utmost importance to The SEED School of Los Angeles County. Suicide is the second leading cause of death among 10-24-year-olds (behind accidents) in the United States (CDC 2016). This alarming statistic leads us to create and implement a policy to help staff feel more confident in intervening with a student they believe to be at risk. Studies have also shown that LGBT youth are up to four times more likely to attempt suicide than their non-LGBTQ peers. Assembly Bill 2246 requires the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

In response to these needs, the The SEED School of Los Angeles County Board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes and/or during I-connect, community circles, council sessions, etc.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
  - a. TeenLine: Teens helping teens 6 pm to 10 pm; Didi Hirsch Community Mental Health Center (310) 855-4673 or [www.teenlineonline.org](http://www.teenlineonline.org)
  - b. The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK) [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - c. The Trevor Lifeline – 1.866.488.7386 [www.thetrevorproject.org](http://www.thetrevorproject.org)

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or need help. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.



## GENERAL SCHOOL POLICIES cont'd

### RESPONSE TO IMMIGRATION ENFORCEMENT POLICY

The SEED School of Los Angeles County Board of Directors is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status. The SEED School of Los Angeles County staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at The SEED School of Los Angeles County, except as may be required by state and federal law. (Education Code 234.7) No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in The SEED School of Los Angeles County's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1) The Head of School or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7) Consistent with the requirements of the California Office of the Attorney General, the Head of School or designee shall develop procedures for addressing any requests by a law enforcement officer for access to The SEED School of Los Angeles County records, school sites, or students for the purpose of immigration enforcement.

#### Board Policy: Pupil Fees and Withholding Grades, Diploma or Transcripts PUPIL FEES

The SEED School of Los Angeles County is committed to ensuring that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. No pupil shall be required to pay any fees, deposits or any charges for his or her participation in an educational activity which constitutes an integral fundamental part of The SEED School of Los Angeles County's educational program including curricular and extracurricular activities. (Education Code 49011) Whenever a pupil or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the pupil for his/her participation in an educational activity, the pupil or his/her parent/guardian may file a complaint using the SEED School of Los Angeles Board Policy Uniform Complaint Procedures. (Education Code 49013)

Parents/guardians may be charged for the repair or replacement cost for The SEED School of Los Angeles County books, supplies, or equipment loaned to a pupil that the student failed to return upon demand or that is willfully cut, defaced or otherwise injured, up to an amount not to exceed \$10,000. (Education Code 48904) When a minor pupil willfully cuts, defaces, or otherwise injures real or personal property of The SEED School of Los Angeles County or does not return The SEED School of Los Angeles County property that has been loaned to him/her, The SEED School of Los Angeles County shall provide written notice to the parent/guardian of the student's alleged misconduct and the damages that may be due. The notice shall state that The SEED School of Los Angeles County may withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the damages are paid in accordance with this Board Policy.





## GENERAL SCHOOL POLICIES cont'd

### WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Any withholding of pupil grades, diploma, or transcripts due to a parent/guardian's failure to pay damages for the repair or replacement of The SEED School of Los Angeles County property must be conducted in accordance with Education Code section 48904: If the damages are not paid to The SEED School of Los Angeles County following written notice to the parent/guardian, The SEED School of Los Angeles County shall afford the pupil his or her due process rights prior to withholding the student's grades, diploma or transcripts. The pupil's due process rights must be consistent with The SEED School of Los Angeles County expulsion procedures. If the student and parent/guardian are unable to pay for the damages or return the property, The SEED School of Los Angeles County shall provide a program of voluntary work for the student to do. When the voluntary work is completed, the student's grades, diploma, or transcripts shall be released.

### ATTENDANCE POLICY

Students are required to be present during all program hours. As a boarding school, The SEED School of Los Angeles County (or "SEED") does not distinguish between academic and student life program hours. If a student has an unexcused absence during the Sunday check-in, the next available check-in time is on Monday morning between 6:00 AM and 7:00 AM at American Jewish University. If a student does not check-in between 6:00 AM and 7:00 AM per approved check-in time, the student will incur an unexcused absence (*See "Check-In and Check-Out Protocol for more information*).

Absences from school are divided into two categories: excused and unexcused. We have high expectations for student attendance so that our mission can be realized. Our boarding program is central to our school's mission and all students are required and expected to be present and fully participatory in the Student Life program. Student Life program absences are counted towards accumulated absences. If a student has a planned absence, they are responsible for obtaining their assignments prior to leaving campus. If a student is taking an extended leave, the designated Principal and Director of Student Life should be contacted in order to obtain materials from missed assignments.

In accordance with California Education Code A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### EC Section 48205:

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.





### GENERAL SCHOOL POLICIES cont'd

- (6) 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.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

- (1) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- (2) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

### ABSENCES FOR RELIGIOUS PURPOSES

Education Code 46014 provides that pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.



## GENERAL SCHOOL POLICIES cont'd

### RESPONSE TO ABSENCES

#### Written notice to families of truancy:

In addition to the reporting requirement, the law states that the school district must notify the parent or guardian of the truant by the most cost-effective method possible, and that the notification must include specific information related to the student's unexcused absences. The EC Section regarding notification reads as follows:

EC Section 48260.5: Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:

- (a) That the pupil is a truant.
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- (c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
- (d) That alternative educational programs are available in the district.
- (e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- (f) That the pupil may be subject to prosecution under Section 48264.
- (g) For a pupil under 18 years of age but 13 years of age or older, that pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- (h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

#### Student Attendance Review Team (SART)

A school administrator will hold a SART meeting with the parent on the date designated in the SART notification. The purpose of this SART is to:

1. Discuss the reason(s) for the student's absences.
2. Identify and recommend potential remedies/interventions.
3. Advise the parent/guardian of possible responses to the student attendance concern
4. SART Study Team consists of:
  - a. School Administrator
  - b. Counselor
  - c. Parent
  - d. Student (when appropriate)
  - e. One representative of the teaching/boarding staff



## GENERAL SCHOOL POLICIES cont'd

### Interventions for Addressing Truancy and Chronic Absenteeism

	Truancies	Interventions/Consequences
Level 1	1-2 Truancies	<ul style="list-style-type: none"> <li>Principal or designee to call parent/guardian</li> <li>Send Truancy Letter #1 home</li> </ul>
Level 2	3 Truancies	<ul style="list-style-type: none"> <li>Principal or designee to call parent/guardian</li> <li>Send Truancy Letter #2 home</li> </ul>
Level 3	6 Truancies	<ul style="list-style-type: none"> <li>Principal or designee to call parent/guardian</li> <li>Send Truancy Letter #3 home</li> <li>Hold a parent/guardian conference or scholar Attendance Review Team (SART-Level I) to develop scholar intervention plan/contract</li> </ul>
Level 4	9+ Truancies	<ul style="list-style-type: none"> <li>Principal or designee to call parent/guardian</li> <li>Send Truancy Letter #4 home</li> <li>Hold a parent/guardian conference or scholar Attendance Review Team (SART-Level II) to review and update scholar intervention plan/contract</li> <li>Home visit may be recommended</li> </ul>

#### Documentation to the Los Angeles County Department of Child & Family Services:

- A student who has over 15 unexcused absences for a given school year risks not being promoted to the next grade and/or may be dropped from SEED Los Angeles County enrollment.
- A student who is absent from a course 15 or more times without an excuse may receive a failing grade and no credit for the course.
- A student who has over 25 absences (excused or unexcused) for a given school year risks not being promoted to the next grade and/or may be dropped from The SEED School of Los Angeles County enrollment.

Once a student has missed 3 Sunday check-ins, a meeting with the parent/guardian will be held. Additional missed check-ins may result in other consequences. .

#### CHRONIC AND EGREGIOUS ABSENCE

If the school has made multiple attempts to contact the parent/guardian of a chronically absent student, the school may disenroll the student and refer the student back to their home school (if applicable) if a student is absent for 10 or more consecutive days.

The Los Angeles County Department of Child and Family Services (DCFS) will be contacted any time educational neglect is suspected. A student will have the right to petition to the Head of School if they are being recommended for a Growth Year (retention) or dismissal. After accumulating absences that warrant concern, a student and family will receive notification concerning attendance which will outline consequences up to and including receipt of failing grades and removal from The SEED School of Los Angeles County enrollment.



## GENERAL SCHOOL POLICIES cont'd

### TEMPORARY LEAVE OF ABSENCE RE-ENROLLMENT POLICY

Students who withdraw from The SEED School of Los Angeles County forfeit their seat at the school. In most cases, after a student withdraws, their space at the school is immediately offered to the next child on the waitlist.

If extenuating circumstances arise that require a student to withdraw from the school for a short period of time, their legal guardian may request a temporary leave of absence re-enrollment waiver be granted to their child. "Temporary" is defined as fewer than 120 calendar days. Examples of extenuating circumstances that may be considered under this provision may include, but are not limited to:

- Short-term medical care of student or guardian
- Temporary change in guardianship
- Temporary move out of state due to circumstantial factors

In order to request a temporary leave of absence re-enrollment waiver, the legal guardian must complete the following steps:

1. Submit a written request for a temporary leave of absence re-enrollment waiver to the Head of School and Director of Admissions and Enrollment Management
2. Include in the written request the rationale for the student's leave of absence *and* substantiating documentation that supports the reason for temporary leave (Ex. Medical documentation, court paperwork)
3. Provide all school records from the period of the student's leave

*Requests for re-enrollment may only be approved by the Head of School and Director of Admissions and Enrollment Management and are contingent upon factors that may include: a vacancy on the student roster and availability of an appropriate space in the residential program for the student.* If a request for re-enrollment is approved, the family will be notified in writing and must complete the necessary enrollment paperwork within one calendar week of the approval date in order to secure their space at the school.

### POLICY REGARDING FORMER STUDENTS VISITING CAMPUS

"Former students" are defined as those students who either voluntarily withdraw from The SEED School of Los Angeles County, or those who are dismissed from the school as a result of the disciplinary process. Students who are *dismissed* from The SEED School of Los Angeles County for disciplinary reasons are not permitted to visit campus at any time. They are restricted from attending events, visiting staff or students on campus, or participating in an off-campus SEED-sponsored activity unless they are given permission in advance by the Head of School and are accompanied by a guardian.

Students who *withdraw* from The SEED School of Los Angeles County are only permitted to visit staff or students on campus with advance notice, at a time scheduled with the Head of School, Principal, or Director of Student Life, and if accompanied by a guardian. These students may attend any events that are sponsored by SEED that are open to the public, whether on campus or off campus.



## GENERAL SCHOOL POLICIES cont'd

### SCHOOL FEES

The SEED School of Los Angeles County does not require families to pay quarterly activity fees.

Families will incur fees from SEED under the following conditions:

- Classroom or dorm materials or books that are not returned to SEED staff at the close of each quarter
- Optional activities off-campus that a child and his/her family choose to participate in (those which are NOT incentive-based or a part of the general school curriculum or program) or Fees associated with the school uniform and general school supplies (excluding textbooks) or Financial responsibility for any broken, damaged, or missing school property resulting from a child's actions including technology, furniture, walls, etc.

### UNIFORM PURCHASES

All high school uniform shirts, ties, and jackets must be purchased through an office staff member located at the front office at American Jewish University. SEED Los Angeles County P.E. shirts are sold at the school and may be purchased during the Sunday check-in or Friday check-out time periods through the Community-School Partnership Coordinator or the Executive Associate to the Head of School. All P.E. shirt purchases are cash only. If you have any questions regarding uniforms, please contact the front office.

### POST MAIL/PACKAGE POLICY

Students may not receive mail at The SEED School of Los Angeles County. If a parent/guardian needs to drop off or otherwise provide an item or message to a student, please contact a school administrator.

### PERSONAL PROPERTY

SEED Los Angeles County does not guarantee student property from theft or other loss. The school assumes no responsibility for replacing items lent, traded, lost, sold, damaged, or stolen on school grounds. The school is not responsible for financial restitution (e.g. replacing items) that arise from students bringing personal property onto campus.

### POLICY REGARDING SCHOOL PROPERTY

The SEED School of Los Angeles County provides many items to our students including bedroom furniture, dorm materials, classroom supplies, and technology hardware. We expect our students to respect these items and use care when utilizing all school property. When decorating bedroom walls and furniture, the school will provide a specific mounting putty for students to utilize. Other adhesives may strip our walls & furniture resulting in the need for repairs. In the event that a student's furniture, materials, or bedroom walls are damaged, the student and his or her family will be held responsible for financially reimbursing the school for these items. Students are expected to treat all technology hardware with respect. Any student who damages technology hardware will be liable for its repair and/or replacement. Please see the Code of Conduct for more information.

### FUNDRAISING POLICY

All fundraising activities must be approved by the Head of School in advance. Approved fundraising activities must be conducted during non-instructional time, as articulated by the Head of School once approved. Fundraising activities involving students working or providing services for community events or outside business organizations for which

compensation, monetary or otherwise, will be given, either to the students or the school, are not allowed on campus.



## GENERAL SCHOOL POLICIES cont'd

### BIRTHDAY CELEBRATION PROTOCOL

Celebrations must be communicated with, and approved by the designated principals a week in advance. Birthday celebrations may only happen on specific days in the week, so as not to interrupt programming. If your child's birthday is during the week and you want to bring a cake or treat in, please coordinate your visit with the designated principal.

Celebrations will be 30 minutes at a time decided upon by the principal during your planning phone call. The celebration will include your child's house only. The entire house must be involved.

When you speak with the Director of Student Life, they can speak to you about what is acceptable to serve. However, here are some general guidelines:

- Drinks can be water or 100% juice
- Food may not be homemade. It must be store bought.
- Cake is acceptable, however, multiple treats are not.
- Please provide all napkins, plates, cups and utensils.
- We will make you aware of any allergies in the house.

Please arrive 15 minutes prior to the celebration start time, in order to set up. We want to thank you in advance for being flexible with us and our programs and mission here at SEED. We are thrilled that so many of you want to celebrate your child's birthday with us at SEED, and we are sure that by working together, it will be a special time for all involved.

### FOOD ON CAMPUS

Students are not permitted to bring any food on campus or into their dormitory spaces. This includes candy, snacks, beverages, prepared, or packaged food. If a student has a specific dietary need, legal guardians should communicate with the director of student support services to discuss a plan to accommodate those needs. With the exception of scheduled birthday celebrations, family members are not permitted to drop off food for children during the week.

### EMERGENCY DRILLS

Per State and local requirements, The SEED School of Los Angeles County conducts several emergency drills throughout the school year: two fire drills in August and one fire drill all other months, one active shooter drill per month, and alternating monthly barricaded subject drills and bomb threat drills totaling to five of each drill per school year.

In order to be adequately prepared, emergency drills should be executed and documented in each school's emergency drill log. See below for the required number of drills every school year. The purpose of these drills are to ensure students and staff know what to do in cases of disaster.



GENERAL SCHOOL POLICIES cont'd

High School (Grades 9-12)

Drill Type	Requirement	Number of Drills	Frequency
Earthquake	Required	4 drills	2 per semester
Fire	Required	4 drills	2 per semester
Lockdown	Required	2 drill	2 per year
TOTAL:		10 drills (Half during residency hours)	

EMERGENCY HOTLINE/TECHNOLOGY ASSISTANCE HOTLINE

In the event of an emergency, The SEED School of Los Angeles County will utilize its emergency hotline. Guardians may call the hotline (305-440-0440) to hear recorded messages from the leadership team. This same hotline will be used for families seeking technological assistance. When in need of technological assistance, please call this number and leave a message with your contact information and what you need assistance with.





## GENERAL SCHOOL POLICIES cont'd

### ACCESSING STUDENT GRADES

Towards the beginning of the 2022-2023 school year, students and their guardians will have access to our online grading system, PowerSchool, and behavior tracking system, Kickboard. All students' grades will be entered on PowerSchool and all behavior information will be entered on Kickboard. Guardians will be provided with a login name and password at the start of the school year as well as instructions for how to log in to the site. If there are questions about the online grading system, or if you are in need of a new password, please contact the Data Manager. Guardians are expected to check student progress on PowerSchool and Kickboard on a weekly basis.

### COMMUNICATING WITH STAFF

We encourage and invite SEED family members to communicate with student life counselors, professors, administrators, ORA's, and mental health counselors. In order to reach one of our staff members, please use their phone extension to reach voicemail, or you may email them directly at their SEED Los Angeles County account. Staff are expected to return all messages from parents within a 48 hour timeframe.

To remain consistent with privacy and confidentiality regulations, SEED staff are only permitted to discuss student behavior, academic progress, support services, or other matters, with their legal guardians, or with those specified by a legal guardian on the student access form.

FOR STAFF CONTACT INFORMATION, PLEASE VISIT <http://seedschoolla.org>



## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) & STUDENT RECORDS

The Family Educational Rights and Privacy Act (“FERPA”), is a federal statute that protects the privacy of student education records. FERPA affords parents (and students over the age of 18) the right to have access to education records, the right to request amendment of those records, and the right to consent to disclosure of those records.

### OBJECTIVES OF THE POLICY

The objectives of The SEED School of Los Angeles County’s *access to records policy* are threefold:

1. To protect student privacy.
2. To ensure that parents and students have access to appropriate records.
3. To provide appropriate student records to parties who have a legitimate need.

### DEFINITIONS

Student: any person with respect to whom a school maintains educational records or personally identifiable information. Education records: “Those records, files, documents and other materials which (i) contain information directly to a student, and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.” “Education records” does not refer to private records that are kept in an administrator’s or a teacher’s personnel file that are for his or her personal use; thus, these are not subject to review by students, parents, or guardians. “Education records” also does not refer to medical and mental health records related to a student who is eighteen years or older.

### RIGHTS OF PARENTS & STUDENTS TO VIEW RECORDS

Parents and guardians have the right to inspect and review their children’s education records. The term “parent” includes biological parents, a guardian, or an individual acting as a parent in the absence of a parent or a guardian. The term parent generally includes both parents, even when the parents are divorced. Parents are allowed inspection unless such access is barred by Court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

Parties requesting a copy of a part or all of a student’s records must provide a signed and dated request to the Director of Admissions or Executive Associate to Head of School and allow two weeks for The SEED School of Los Angeles County to comply. The consent must: (1) specify the records, (2) indicate the purpose of the disclosure, and (3) identify the people to whom the disclosure may be made. The school official will then arrange access and notify the parents or student of the time and place where the records can be inspected.

Parents or guardians also have the right to seek to have records amended that the parent believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. If parents or guardians want the school to amend records, they must: (1) write to the Head of School, (2) identify the part of the record they want changed, and (3) specify why the record is inaccurate or misleading. This request will be reviewed and a decision will be made as to whether the request will be granted. Parents will be notified in writing of the decision.

If the school does not comply with the amendment, the school must notify the parent and advise the parent of his or her right to a hearing. A hearing must be conducted within a reasonable time after the request and must be presided over by a disinterested official; the hearing must give students and parents, who may be represented by counsel at their own expense, a fair opportunity to present evidence. Even if the records are not amended, parents and students have the right to place a statement in the records commenting on the contested information.



## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) continued



*Need a student's educational records? Send a written request to the college guidance counselor or Head of School and allow two weeks for materials to be gathered.*

Students may not challenge their grades, except on the basis of alleged administrative errors, or force a school to release transcripts that have been withheld for failure to pay fees.

When a student turns eighteen years old, enters a postsecondary institution at any age, or is otherwise emancipated, the parents' rights transfer to the student.

### ACCESS TO RECORDS BY SCHOOL PERSONNEL

Student records can be and are available to school personnel, including administrators, counselors, instructors, clerical staff whose responsibility is to maintain records and others who have "legitimate educational interests." This definition also includes health or medical staff, School Board members, a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), parent or student serving on an official committee (such as a disciplinary or grievance committee), or another school official assisted in performing his or her tasks.

School personnel may access student records (with the exception of medical and mental health records) for their own use, but they must not share those records or the information contained within them with anyone outside of the school.

Schools can disclose records to other secondary institutions; for example, The SEED School of Los Angeles County will disclose student records to ensure the well-being of the community; for example, to another school to which a student applies or enrolls. FERPA does require a school to make a reasonable attempt to notify the parents or students of another school or school district's records request.

Additionally, a student's financial aid can be released if the information is necessary to determine eligibility or amount of the aid.



## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) continued

### LAW ENFORCEMENT

Records can be disclosed to comply with a judicial order or lawfully issued subpoena when they are necessary to adjudicate a juvenile effectively.

The SEED School of Los Angeles County must notify the parents or student of the order or subpoena in advance of compliance so that the student can seek protective action. Law enforcement must certify in writing that the information will not be disclosed to any other party without the written consent of the parent of the student. Records of related disciplinary proceedings can be disclosed to an alleged victim of any crime of violence at the school at the victim's request.

Students, parents, and guardians cannot access records and documents of law enforcement that are kept apart from education records and are maintained solely for law enforcement purposes and these records are not made available to people other than law enforcement officials.

### RELEASE OF RECORDS WITHOUT PARENT CONSENT

General information regarding students is not confidential and such information can be released to parties outside the school, included in press releases, and provided to recruiters. This type of information includes, but is not limited to:

1. Name
2. Address
3. Telephone Listing
4. Major Field of Study
5. Participation in Officially Recognized Activities and Sports
6. Weight and Height of Members of Athletic Teams
7. Enrollment Status
8. Awards Received
9. Dates Attended
10. Other Schools Attended
11. Place and Date of Birth
12. Description of Involvement in School Activities

Records can be released to medical/mental health workers and to child protective services in order to respond to a health or medical emergency. The release of any other records or disclosures requires the consent of the parents or guardian.



## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) *continued*

### COMPLAINTS

Complaints of alleged violations of FERPA can be sent to the Head of School for The SEED School of Los Angeles County. Complaints must be submitted in a timely fashion and not later than 180 days from the date the student experienced the alleged violation. They must contain “specific allegations of fact giving reasonable cause to believe that a violation has occurred,” including relevant dates, names and titles of officials and students involved; a specific description of the education record; a description of all contacts with school officials regarding the matter, including times of phone calls and contents of correspondence; name and address of the school, district, and superintendent of the district; and any additional evidence.

All faculty and staff at The SEED School of Los Angeles County have a copy of this policy and must adhere to this policy. The policies of The SEED School of Los Angeles County in regard to confidentiality and access to student records are in accordance with guidelines established by the United States Department of Education.



## ACADEMIC CURRICULUM

### HIGH SCHOOL ACADEMIC PROGRAM OVERVIEW

The SEED School of Los Angeles County's curriculum and instruction is built from the first pillar of SEED's core model: College Prep Academics. SEED's model of College Prep Academics was designed in alignment with SEED's vision for a 21st century education and SEED's beliefs of how learning best occurs. Table 5 describes how SEED students learn under the best practices of SEED's College-Prep Academics model.

Table 5. SEED College-Prep Academics Best Practices

#### Students Learn Best When - Best Practice

- **Clear Learning Objectives.** The learning goals are directly aligned with a required standard. Learning goals are clear, include specific concepts and skills that will be learned. Learning goals are measurable and include an observable behavior. The learning goals are stated clearly both orally and in writing. The teacher checks for student understanding of the learning goals. The teacher links the learning goals to students' prior knowledge and to the larger curriculum. The teacher also explains how the learning goals have meaning beyond the curriculum. The teacher explains exactly how mastery of the learning goals will be assessed and students self-assess their level of mastery by the end of the lesson.
- **Models of effective practice.** The teacher shows students exactly what mastery of the learning goals looks like, before students begin working. The teacher uses multiple demonstrations, exemplars and/or rubrics throughout the lesson to show mastery. Mastery is modeled for all steps in the process as well as for the final product. The teacher uses students and their work to model effective practice. The teacher checks to ensure that students understand what mastery looks like.
- **Teachers check for understanding.** The teacher effectively checks for student understanding throughout the entire student lesson. Assessment is fully integrated into instruction, through extensive use of understanding formative assessment. Students are aware of, and in some cases, they have contributed to the assessment criteria. The teacher uses a variety of questions and assessments to monitor student learning for individual students and for the whole group. All students engage in self-assessment.
- **Guided practice.** The lesson requires all students to apply new concepts, knowledge, and skills to the guided practice learning task. The teacher breaks learning goals into small, manageable components, and students practice each part individually. The teacher provides many opportunities for practice and ensures mastery at each step of the process before moving on to the next step. All students remain on-task throughout the lesson. The lesson is designed so that students work on increasingly complex tasks. The guided practice problems are fully aligned with what students will have to do independently later in the lesson.



## ACADEMIC CURRICULUM cont'd

### Teachers provide effective feedback

All feedback provided by the teacher is specific and directly related to the learning goal. The teacher establishes clear criteria for evaluating student work, and the criteria are used by both the teacher and students to assess learning throughout the lesson. The teacher's feedback communicates that students are the owners of their learning. All students receive feedback multiple times during the lesson from the teacher, peers, or self. All students are provided with multiple opportunities to act on feedback during the lesson. The teacher effectively adjusts instruction for the whole group multiple times to address patterns in students' misunderstandings. There is evidence that the instructional adjustments advance learning for all students.

1. Basic Services: the degree to which the teachers of the school are appropriately assigned and fully credentialed in the subject area.
2. State Standards: implementation of the academic content and performance standards adopted by the state board.
3. Student Achievement: measuring student achievement by statewide assessments, the percentage of students who have successfully satisfied requirements for entrance to the University of California and California State University, or career technical education programs.
4. Course Access: the extent to which students have access to, and are enrolled in, a broad course of study that includes all the subject areas described in Ed. Code 51220 (courses of study, grades 7 to 12), as applicable.
5. Other Student Outcomes: if available, student outcomes in the subject areas in the subject areas described in Ed. Code 51220.

### GRADING SCALE

The objective of The SEED School of Los Angeles County is to prepare its students for a college preparatory experience and ultimately for college. A grade of "D" does not exist at SEED because a student needs at least a 70% to demonstrate basic skills proficiency and thus earn a passing grade in any class.

Grades are based on a standard 4.0 grade point average scale. Letter grades with percentages are issued quarterly for all courses.

Please review the following rubric carefully to better understand what effort and performance is necessary to earn what grade:



## ACADEMIC CURRICULUM cont'd

LETTER GRADE	NUMERICAL VALUE	GPA POINTS	DESCRIPTION
A	100 – 93	4.00	The student is expert in all course benchmarks taught to date and <u>frequently</u> demonstrates independent achievement above and beyond the learning goals.
A-	92 – 90	3.75	
B+	89 – 87	3.25	The student is proficient in all course benchmarks taught to date and <u>frequently</u> demonstrates independent achievement of the learning goals.
B	86 – 83	3.00	
B-	82 – 80	2.75	
C+	79 – 77	2.25	The student is proficient in all course benchmarks taught to date and <u>sometimes</u> demonstrates independent achievement of the learning goals.
C	76 – 73	2.00	
C-	72 – 70	1.75	
F	69 and below	0.00	The student is proficient in less than 100% course benchmarks taught to date and rarely demonstrates independent achievement of the learning goals.

*NOTE: Since the letter grade of “D” is typically defined as below average work and does not denote proficiency, The SEED School of Los Angeles County does not use the letter grade “D”. As a school, SEED does not believe a passing grade should be given for- below average work. Thus, the lowest grade we honor is the “C,” which connotes that the student has demonstrated the very basic standards and has earned a passing grade.*

### COLLEGE PREP ACADEMIC MODEL

SEED’s college prep academic model was developed to ensure that every student receives an outstanding education and was designed to advance the professional development for all teachers, leaders, and staff. Through this model, The SEED School of Los Angeles County is set up to achieve the mission of college success for every student. The model ensures that all SEED students receive effective, evidence-based instruction across campuses, content areas, and grade levels. It also ensures that improvement efforts have a solid foundation from which to build upon and provides guidance to the staff who work in SEED schools about what SEED believes constitutes effective instruction. The college prep academic model includes four domains: 1) Rigorous Curriculum, 2) Effective Instruction, 3) Assessments for Learning, 4) Interventions, and 5) Job Embedded Professional Development.





## ACADEMIC CURRICULUM cont'd

The SEED School of Los Angeles County Charter Petition

The SEED School of Los Angeles County's high school instructional practices will be based on the belief that all high school students can respond to rigorous curriculum. SEED will dedicate itself to utilizing the most effective and most innovative teaching practices to promote student learning and academic achievement. SEED will encourage teachers to use innovative learning methods by providing continued professional development and a work-friendly environment, where teachers will feel comfortable implementing the latest research-based practices. The school will promote the implementation of new learning techniques and research-based practices.

### *A. Rigorous Curriculum*

SEED's mission is to offer an intensive academic program that prepares students for rigorous coursework in college. SEED's college readiness curriculum is aligned with state standards and will be used as a basis for The SEED School of Los Angeles County's academic program. SEED's previous experience in adjusting curriculum to different state jurisdictions will provide guidance in guaranteeing that the curriculum at The SEED School of Los Angeles County will comply with the regulations and policies of California and the A-G requirements to enter a four-year college. The SEED School of Los Angeles County's academic program will include:

**STEM.** The college-prep curriculum will be augmented by the incorporation of Project Lead the Way (PLTW), a nationally recognized not-for-profit organization that partners with schools and organizations to increase the number and quality of engineers, technologists, and biomedical professionals. PLTW develops a comprehensive curriculum of engineering, computer science and biomedical sciences courses. PLTW courses use project and problem-based learning that teaches students how to apply what they are learning to real-life situations. Their program is aligned with Common Core State Standards and Next Generation Science Standards.

The SEED School of Los Angeles County is also considering a partnership with STEM Prep, a charter secondary school in South LA, which has strong academic success with its project-based high school curriculum with specialized courses in engineering, computer programming, and biomedicine. STEM Prep has a track record of success with low-income high school students, and has experience working with staff and students to solve problems in a "STEM way"—through collaboration, innovation, passion and perseverance.

**Mobility Innovation.** Aligned to our specific focus on the mobility sector, The SEED School of Los Angeles County will partner with Metro to conduct on-campus Career Informational Fairs, to provide opportunities for students to shadow Metro employees in various occupations and participate in internships with Metro, and other engineering and construction firms. In addition, The SEED School of Los Angeles County will establish a partnership with LA Trade Tech that will allow students to take summer courses at the Transportation Youth Academy. LA Trade Tech's current partnership with Metro includes a Transportation Workforce Institute that offers courses related to rail systems technology, transportation careers and construction fields. SEED's partnership with LA Trade Tech will produce opportunities for hands-on projects with students such as designing a monorail project in Los Angeles, learning about blueprints, manufacturing, and developing software involved in the transportation sector. These types of experiences will be critical for helping students be best prepared to apply and be accepted to right fit colleges.



## ACADEMIC CURRICULUM cont'd

Technological Advancement. Students will have one-to-one computer access. The curriculum will leverage basic computer-based technology skills as well as career-aligned technology programs.

Experiential Learning. Students will learn and practice real-world skills through on-site learning laboratories outfitted with state-of-the-art STEM equipment. Students will also develop a network of career connections through internships, social enterprise and mentorships. The boarding program will include external opportunities such as lecture series, field trips to ports and professional lab tours in infrastructure and engineering. The boarding curriculum will include courses in coding, Makerspace and robotics.

Presentations of Learning (POL). Students will have multiple opportunities to showcase their learning to a community and real-world audience through presentations, competitions, and exhibitions. Annual POLs will require students to present a summary of performance-based assessments in each course and to reflect on their academic, emotional, and social growth that school year.

Dual Enrollment & Industry Certifications. Students will have pathways to complete dual enrollment in college courses while in high school, with the potential of graduating with an Associate's Degree. Although not offered in the program's inaugural year, as the program ramps-up students will have the option of attaining industry certifications to successfully transition into college and career.

### *B. Effective Instruction (EI)*

The SEED School of Los Angeles County believes that effective teachers are critical for delivering rigorous curriculum to students. Effective Instruction (EI) is a five-part workshop series developed and implemented by the SST to introduce The SEED School of Los Angeles County teachers to best practices for teaching and learning and to prepare our educators to provide effective, evidence-based instruction across content areas and grade levels. The EI workshop series is based on explicit instruction, an evidence-based approach to learning. The series includes training for teachers in five areas of practice: 1) clear learning objectives, 2) models of effective practice, 3) checks for understanding, 4) guided practice, and 5) effective feedback.

The first workshop provides teachers with an overview of SEED's instructional model. The workshop is to ensure that teachers understand the big picture before learning about each individual part of the model. The second workshop focuses on helping teachers to develop clear learning goals to drive lessons and instruction. Session outcomes include deconstructing standards to identify key concepts, skills, and context; unpacking standards into specific learning goals; and receiving feedback on established learning goals. The third workshop focuses on designing Guided Practice opportunities for students in each lesson. Session outcomes include understanding steps in designing Guided Practice and developing Guided Practice questions for a lesson using the learning goals from the previous workshop.

The fourth workshop focuses on checking for understanding throughout a lesson. Session outcomes include developing key questions to verify that students are learning what is being taught in real time. In addition, teachers learn a process for checking for understanding called TAPPLE—teach, ask, pair-share, pick, listen, and effective feedback.



## ACADEMIC CURRICULUM cont'd

The fifth workshop focuses on how to give effective feedback to students during a lesson. Session outcomes include learning how to provide feedback that is goal referenced, specific and actionable, and coupled with an opportunity to act on the feedback.

Each workshop takes 1–2 hours and includes opportunities for teachers to engage in authentic practice by designing actual lessons during the workshop.

### *C. Assessments for Learning*

The SEED School of Los Angeles County uses the highest quality standards and assessments to measure students' progress toward college-readiness, as evidenced by the school curriculum, data, and assessment practices and comprehensive college support program.

SEED's SST will use several components to evaluate the effectiveness of conditions, systems, and processes in schools that allow for effective instruction. These components are lesson plan templates, lesson plan feedback systems, professional development, monitoring, and instructional coaching.

The SST is primarily responsible for utilizing NWEA MAP Growth, an assessment tool to precisely measure academic growth and performance. NWEA MAP Growth measures what students know and what they are ready to learn next by creating a personalized assessment experience that measures performance—whether a student receives a score similar to, above, or below that of a national sample of peers—and provides detailed guidance on the specific skills students need to develop. NWEA MAP Growth reveals how much growth has occurred between testing events and shows projected proficiency on state assessments and college entrance exams.

SEED teachers use NWEA MAP Growth to track progress throughout the school year and over multiple years and leverage the data to guide instruction. SEED administers NWEA MAP Growth three times a year—beginning of the year, middle of the year and end of the year—in three subject areas: reading, language usage, and math.

The chart below shows a variety of assessment types, frequency, targeted grades/content, and detailed description of each assessment.



ACADEMIC CURRICULUM cont'd

Assessment Type	Frequency	Grades/Content	Description
Interim Assessments (NWEA MAP)	3 times per year	Grades 9, 10, 11, and 12 Reading and Math	The NWEA Map interim assessment is an online assessment that is aligned to the Common Core State Standards (CCSS) and used to measure growth individual and collective growth. The difficulty of each question is based on how well a student answers all the previous questions correctly.
California Alternate Assessment (CAA)	Once in high school	Grades 10, 11, or 12 (once in high school) ELA and Math	The California Alternate Assessment (CAA) is administered to students with the most significant cognitive disabilities and their IEP designates the use of an alternate assessment. The CAAs are aligned with alternate achievement standards-called Core Content Connectors-and linked to the Common Core State Standards (CCSS) for ELA and mathematics. It measures what students know and can do.
California Assessment of Student Performance and Progress (CAASPP) *Smarter Balanced Summative Assessments	1 time per year	Grade 11 ELA and Math	The Smarter Balanced Summative Assessments are comprehensive and end of year assessments that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.
California Science Test (CAST)	1 time per year	Grades 10, 11, or 12 (once in high school)	The California Science Test (CAST) measures the CA NGSS. The standards integrate science content, practices, and concepts to help students understand how science works in the natural world.



## ACADEMIC CURRICULUM cont'd

### COLLEGE KNOWLEDGE AND ADVISING

SEED is in a unique position in that it has a 24-hour learning model and a College Knowledge and Advising program with the experience and data to support the ability to drive college completion. SEED has learned that a college degree has the power to change lives and interrupt the cycle of generational poverty. Compared to adults with only a high school diploma, those with a four-year college degree earn nearly \$1 million more over their lifetimes (Bureau of Labor Statistics, 2017). For people of color, who are disproportionately affected by poverty—two times as many households of color in the United States are income poor compared to white households (Prosperity Now, 2016)—earning a college degree can make all the difference. This College Knowledge and Advising program services will be led by the Foundation's College Transition and Success (CTS) team and will be provided to the school through The SEED School of Los Angeles County's education management services contract with the Foundation. The SEED School of Los Angeles County's college counselor will support the programming further described below.

The critical components of SEED's College Knowledge and Advising program include:

- College Matching and Exposure - Awareness of and exposure to right fit colleges/universities and the specific opportunities and services available at institutions.
- College Counseling and Transition Advising - Preparing for and navigating the college admissions process, transitioning to college, and persisting to college graduation.
- Financial Education - Understanding financial literacy, college affordability and the process to finance a college education.

SEED's College Knowledge and Advising program is designed to support SEED's mission through activities and outcomes associated with college readiness, matriculation and graduation for the students SEED serves. The SEED School of Los Angeles County staff will include one college counselor. Highlighted below is a summary of SEED's college access and success efforts in grades 9 - 12.

#### *A. College Success in Grades 9 and 10*

Entrance into high school is a crucial milestone in the college readiness and success process. It marks the next major academic and social transition for students. The 9th grade year marks a deliberate shift to greater personal responsibility and accountability. It is critical that students recognize the significance of their academic and non-academic performance to their future college options during this time. Consistent, reinforced messages are crucial—especially those connected to educational ownership and that “now, it all counts”. Individual decisions about academic and non-academic efforts at SEED will have a powerful impact on students' ability to achieve their college, personal, and professional goals.

College Knowledge and Advising Learning Goals—Early High School Students:

- Early high school students will understand how a variety of college experiences may resonate with their personal interests and preferences. Students will take a more self directed approach to researching and visiting SEED approved colleges/universities and will begin to more specifically define a profile of college needs based on right college fit (personal and academic).
- Early high school students will understand that their academic and non-academic performance will affect their college options. Students will recognize the short- and long term benefits of strong performance in terms of enhanced college options.
- Early high school students and their family members will begin making concrete plans for financing their college education and will begin understanding the processes associated with applying for aid. Students will receive accurate information about college costs and will seek out opportunities to practice the aid application process by applying for financial assistance for a SEED Foundation program or external opportunity.



## ACADEMIC CURRICULUM cont'd

### *B. College Success in Grade 11*

Eleventh grade is the most critical and intense time in a student's college preparation activities. At this point, it is critical that students have most of their college application preparations completed before the beginning of the 12th grade year. The SEED School of Los Angeles County college counselor and the CTS team will be well-versed in the application process for the University of California and the California State University. Academic and college-preparatory efforts in the 11th grade will be met with an increased sense of urgency from all members of the SEED community.

#### College Knowledge and Advising Learning Goals—11th Grade Students:

- Eleventh grade students will maximize a variety of authentic college experiences and their own personal reflections to create a right fit college list that meet their academic, social and financial interests and needs, while addressing SEED's college fit/match criteria. Students will work individually with the college counselor to edit and refine their college list. The college counselors will endorse colleges/universities based on right fit.
- Eleventh grade students will undertake an intensive application preparation program including test preparation, and drafting every piece of a completed application. Students will contribute to the community in ways that will enhance their college application and will develop compelling narratives that reflect their personal experiences.
- Eleventh grade students will actively search and apply for scholarships. Students and their families will attend a series of college financing sessions about the value of education, college costs and financial aid. They will also create a preliminary college financial plan.

### *C. College Success in Grade 12*

The 12th grade will be primarily about following through on post-secondary plans and beginning to reap the benefits of consistent sustained efforts.

#### College Knowledge and Advising Learning Goals—12th Grade Students:

- Twelfth grade students will undertake intensive individualized work with the college counselor and designated CTS staff from The SEED Foundation to finalize their college list. Students will refine their understanding of college experiences and will pursue personal relationships with the schools that offer them admissions.
- Twelfth grade students will undertake intensive individualized work with a counselor to finalize all elements of their college applications. Students and the counselor will develop application strategies, correspond with admissions office, and finalize a matriculation decision. Seniors will work with The SEED Foundation's CTS team to lay the groundwork for a smooth transition to college.
- Twelfth grade students will apply for scholarships and financial aid and will maximize assistance from the college counselor and The SEED Foundation's CTS staff. Students and their families will create a specific plan for financing their education for four years.



## ACADEMIC CURRICULUM cont'd

Table 8. The SEED School of Los Angeles County Graduation Requirements for UC and CSU Admission

State-Mandated Requirements CSU (Ed. Code 51225.3) Requirements for High School for Traditional High UC Requirements for Freshman The SEED School of Los Angeles County Subject Area School Graduation Freshman Admissions Admissions Requirements				
English	Three years	Four years of approved courses	Four years of approved courses	Four years
Mathematics	Two years, including Algebra I, beginning in 2003–04. (Ed. Code 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.	Four years
Social Studies/ Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.	Three years
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.	Three years lab sciences
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required. Three years recommended.	Two years in same language required.	Two years
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	Two years
Physical Education	Two years	Not Applicable	Not Applicable	Two years
Electives	Not Applicable	One year	One year	Three years
Total Courses	13	15 (7 in the last two years of high school)	15	23





## ACADEMIC CURRICULUM cont'd

### PROMOTION POLICY

A high school student who fails more than two content classes will be grouped with students rising to that grade for all purposes, but will progress with classes where prerequisite credit was earned, on a case-by-case basis. Such an option is only available if it does not conflict with another required course offering and it is approved by the Head of School, Director of Student Support Services, and the Principal of Academics. Students who fail high school courses must attend summer courses to make up those courses. Promotion to the next grade level is dependent on credit accumulation. Failure of classes may delay the student's high school graduation.

### CREDIT RECOVERY/MAKE-UP

Credit recovery/make-up must be approved by the Principals. Make-up credit for most core content courses is offered through SEED LA summer school. If a student earned no credit in one or two core content courses with a final grade below 70%, the student has two options:

1. Attend and successfully complete summer school for the appropriate course and earn satisfactory/passing grade in that make-up course. High School students who take summer school courses will have their original failure course grade and summer school course grade appear on their transcript. The original failure grade and the summer school grade will be factored into the GPA calculation; OR
2. Re-take the course at SEED Los Angeles County. This means the student will not be able to take the next course in the academic sequence and will always be one course behind in that sequence. The student may lose an elective option during her/his course sequence by selecting this course of action. This option is only available if it does not conflict with another required course offering and it is approved by the Principal.

A student who fails to earn a credit in any course will have to complete the class before being able to be admitted to the sequential course, i.e., ELA 9 before ELA 10; Spanish 1 before Spanish 2; Algebra 1 before Geometry, etc. The student will be enrolled in the class with students who are traditionally scheduled to take the prerequisite. For example, ninth-graders taking Literature I may be in class with a sophomore 10<sup>th</sup> grader who needs to earn the required Literature I credit. Such an option is only available if there are seats available in the sections available. For example, if there are three sections of Literature I and they are filled with ninth graders, the repeating tenth-grade student will have to make arrangements for an alternative class recovery, i.e. online, summer school, night school, etc.

If a student earned no credit in more than two core content courses, the student does not earn enough credits to be promoted to the next grade, and the student remains in the same grade for the next school year. Students anticipated upper school graduation year may be delayed by one year. A ninth-grade student should earn at least six (6) credits; a tenth-grade student should earn at least (6) credits; an eleventh-grade student should earn at least (6) credits; a senior student should earn at least (6) credits.

### PRESENTATION OF LEARNING (POL)

A Presentation of Learning is an opportunity for a student to reflect on their academic, social, and emotional growth over the course of a school year. The student constructs a personal metaphor to reflect on their year and discusses accumulated artifacts that explain their experiences. All students at all SEED Schools complete a POL every year. Passing the POL is a requirement for promotion to the next grade level.





## STUDENT LIFE CURRICULUM

### SEED Los Angeles County 's Responsibilities

Students who participate in semester or year-long study abroad programs must still submit re-enrollment forms to SEED Los Angeles County for the school year they are abroad in order to remain on SEED Los Angeles County 's enrollment roster and have the ability to continue enrollment at SEED Los Angeles County upon their return. This is not necessary for students who participate in summer study abroad opportunities that are not facilitated by SEED Los Angeles County .

The Principal should review coursework and plan for credit accumulation with the student prior to departure, to facilitate potential academic credit transfers and the ease of re-entry into the school. SEED Los Angeles County will make every effort to honor the work completed by students during their study.

SEED's supportive learning environment extends well beyond the classroom. The SEED School of Los Angeles County's Student Life program is the boarding component of the 24-hour day, and offers enrichment activities, life skills instruction, and academic support before and after the traditional school day. All students reside in a "house" which is named for a college or university. This house structure encourages a sense of community and cohesion among peers and is reflective of our college-bound mission.

### ROOM ASSIGNMENTS

Each student will be assigned roommates as part of their boarding school experience. Students should only reside in their own room or in designated common areas. Students are not allowed to make room changes without the written permission of the Director of Student Life. Students should never be in another student's room, unless given permission. Common areas and other spaces on campus can be used for socializing or other larger group needs.

### CARE OF DORMS AND ROOMS

Each dorm room is furnished with SEED Los Angeles County furniture. As stated in the supply list given to families prior to the start of the school year, all other dorm supplies must be brought from home. These items include bed sheets, pillows, towels, hygiene supplies, and an alarm clock. Students are expected to keep their rooms in good order at all times. Writing and/or painting on walls, desks or other furnishings are not permitted. Nails, tacks, staples, and other permanent measures are not to be used for decorative purposes. Irons, curling irons, and other electrical appliances and extension cords represent a fire hazard and are not to be used without prior approval of the and direct supervision of the Student Life Counselor.

All resident halls and common living areas must be in proper order by 8:00 AM and are to be maintained in good order throughout the day. Beds are to be made with top and bottom sheets, pillow, pillowcase and bedspread each and every morning. Floors are to be cleaned weekly, furniture dusted weekly and wastebaskets emptied daily. Wardrobes are to be kept in good order. Lights are to be turned off when leaving a room for an extended period of time.

### FURNITURE ARRANGEMENT

The SEED School of Los Angeles County provides furnishings throughout various areas in the dormitory. The dorm room and living room furniture have been set up in a uniform fashion. Dorm furniture should only be rearranged with the approval of the Directors of Student Life.



## STUDENT LIFE CURRICULUM continued

### QUIET HOUSE AND LIGHTS OUT

During the time periods designated on the daily schedule for “Quiet House,” students should be in their rooms, preparing themselves for the next day and for “Lights Out.” School uniforms and supplies should be made ready for the morning. During “Lights Out,” all bedroom lights should be off, with all students silently in bed for the night.

### SPARKS

Sparks is defined by The Search Institute as “the talents, hobbies, and interests of young people.” Most students know what their Spark is (athletics, drawing, dancing, robotics, etc.) while others need assistance in pinpointing what their Spark may be. Sparks serve as a social and recreational outlet for students, an opportunity to learn a new skill or craft, and a means to connect with others. Connection to a caring adult is an important aspect of the development of a student’s Spark. By exploring new Sparks while further developing existing ones, students broaden their knowledge of the world and of themselves.

SEED knows that a student’s Spark is a vital part of who they are and how they look at the world around them including how they view academics. SEED staff know how to use that Spark to help students reach their academic and life goals. Members of the staff recognize that a student still searching for their Spark may be missing an important tool to knowing themselves and how they fit into the larger school community. Helping a student identify and develop their Spark is a necessary step to building a seamless educational experience for all students. In order to provide this seamlessness, the entire staff participates not only in the academic and personal habit growth of students, but also in the Spark growth of students. Staff may facilitate the Spark themselves or may work with members of the community to facilitate the activity.

### STUDENT ELIGIBILITY FOR PARTICIPATION IN ATHLETICS: SY 2022-2023

#### Eligibility to Try-Out

- Students must have earned a 2.0 GPA or higher to try out for a sports team at SEED.
- If a student does not meet the GPA criteria, they may write a formal proposal to the Head of School and the Director of Student Life to petition their eligibility to try out for a team.
- Criteria for initial eligibility and accommodations for participation in the athletic program for ESE students will be determined on an individual basis by the Athletic Coordinator and ESE Services Coordinator based on the student’s IEP or 504 plans.
- Student Athletes must have updated physicals on file.
- Students must be cleared to play the designated sport by their physician.

#### Eligibility to Remain on the Team

- Student Athletes may not be failing more than one “course” during the season.
- Criteria for continued eligibility and accommodations for participation in the athletic program for ESE students will be determined on an individual basis based on the student’s IEP or 504 plans.
- Reasonable accommodations will be provided to students with IEP’s or 504 plans as needed to support their participation in the athletics program.

Students must display SEED Core Values at all times, including during practice, games, travel, and all SEED-related events.



## STUDENT LIFE CURRICULUM continued

### Academic Intervention

- Grades will be checked every 2 weeks during the season. If at any checkpoint, a player is failing more than one course, they will be placed on “Academic Intervention.”
- ESE Students under academic intervention must be cleared by the Athletic Coordinator & ESE Coordinator to return to the athletic program.

Academic Intervention lasts for two weeks. If a player is on Academic Intervention for the first time, they may still participate in all games and practices, but will have their grades checked weekly.

After the first weekly check, if they are still failing more than one course, students will be ineligible for gameplay in the second week. If they are no longer failing more than one course after the first week, the student will still be on Academic Intervention, but they will still be allowed to compete.

If a Student-Athlete lands on Academic Intervention a second time, they will be ineligible to practice and play. If a student's second time on Academic Intervention does not raise their grades, the Student Athlete will be removed from the team for the remainder of the season.

### Behavior Intervention

- Student-Athletes are expected to model appropriate behaviors in all settings.
- If a Student-Athlete earns 3 referrals during the season, they will be suspended for 1 game.
- Student-Athletes will be suspended an additional game for each referral earned after 3.
- If a Student-Athlete reaches 3 suspended games, they will be removed from the team.
- Note: If a Student-Athlete is suspended for a game, they may not travel with the team.

### STUDY HALL

Students will have Study Hall time daily to complete their academic assignments. Students are expected to arrive fully prepared with the appropriate materials, assignments, agenda, and reading book. Additional Study Hall expectations will be provided by the appropriate SEED staff.

### LIFE SKILLS PROGRAM OVERVIEW

Since its inception, SEED has recognized the importance of teaching more than just cognitive skills. The first three SEED schools originally adopted Core Values. Social or life skills and habits are sets of behaviors that enable individuals to interact with one another in ways that are socially acceptable and personally beneficial, mutually beneficial, or beneficial to others. By teaching students social skills, we help them learn new ways of thinking, new ways of feeling good, and new ways of behaving. Social skills are not a constant set of behaviors. They vary depending on the context or situation in which they are to be used in a complex process. It involves more than knowing a set of behaviors; rather, it means making a rapid chain of decisions based on reading cues and determining responses in the framework of interpersonal interactions.



## STUDENT LIFE CURRICULUM continued

### H.A.L.L.S.: HABITS FOR ACHIEVING LIFELONG SUCCESS

Development of HALLS (Habits for Achieving Lifelong Success) is an integral part of the SEED experience instilling in students the characteristics that prepare them both academically and socially for success in college. HALLS is represented by four habits that are practiced both explicitly and implicitly across the 24- hour program: Social Intelligence, Endurance, Exploration, and Deliberation. These four broad categories incorporate habits that guide SEED students toward success in attaining college, career, and life goals while providing the SEED schools with a common vocabulary for this important part of the school culture.

Social Intelligence	Endurance	Exploration	Deliberation
<ul style="list-style-type: none"> <li>• cooperation</li> <li>• association</li> <li>• group dynamics</li> <li>• teamwork</li> <li>• communication</li> <li>• collaboration</li> <li>• compassion</li> <li>• empathy</li> <li>• respect</li> <li>• tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• persistence</li> <li>• tenacity</li> <li>• grit</li> <li>• perseverance</li> <li>• responsibility</li> <li>• effort</li> </ul>	<ul style="list-style-type: none"> <li>• intellectual curiosity</li> <li>• critical and creative thinking</li> <li>• problem solving</li> <li>• intellectual integrity</li> <li>• inquisitiveness</li> <li>• symphony (big picture thinking)</li> <li>• design</li> </ul>	<ul style="list-style-type: none"> <li>• mindfulness</li> <li>• metacognition</li> <li>• reflection</li> <li>• mindset</li> <li>• self-discipline</li> <li>• self-determination</li> <li>• courage</li> <li>• integrity</li> </ul>



## STUDENT SUPPORT SERVICES

The Student Support Services (SSS) program at The SEED School of Los Angeles County provides a comprehensive, coordinated, integrated approach to address the various needs of its students, families and staff, while creating a college bound culture, and supporting the elements of resilience, consistency and persistence required for students to achieve this goal. We utilize proactive, prevention-oriented programs and services that promote a positive school climate in which individuals feel connected, safe and supported.

The Student Support Services Department (SSS) is composed of the following elements:

- Mental Health Services
- Physical Health Services
- School Culture and Climate
- Attendance
- Family & Community Engagement

The primary focus of the Student Support Services staff is to assist all students in achieving their optimal health, social, emotional, personal, interpersonal, academic, and career development goals. Members of the SSS Department include:

- Director of Student Support Services
- Licensed Health Services Professionals
- Licensed Mental Health Professionals

The characteristics of The SEED School of Los Angeles County Student Support Services Program include:

- Strength and asset based, prevention-focused philosophy
- Highly qualified, experienced, licensed and/or certified Staff
- Clinical counseling capacity
- Effective and appropriate physical health support – registered nurse practitioners
- Crisis response and staff training in crisis prevention intervention
- Coordinated student support services focusing on the whole child
- Response to intervention (academic & social-emotional) implementation
- Community partnerships to support areas of need
- Clear and intentional data capture to ensure accurate student records
- Active participation in outreach and orientation efforts, including home visits
- Family involvement & support programs
- Staff professional development



## MENTAL HEALTH SERVICES

Mental health services are provided to The SEED School of Los Angeles County students through licensed mental health professionals. The social worker is available to students on site for a minimum of 15 hours per day and in case of an emergency, via telephone at any time. Social workers provide students with group counseling, individual counseling and workshops related to SEED's core values, bullying prevention, development of social and communication skills and conflict resolution. They support classroom professors, student life counselors, resident advisors, and support staff in implementing strategies that support the student's mental health and facilitates their ability to be available and ready to learn. The social worker also conduct staff professional development and family workshops in the areas of social-emotional support, mental health, child abuse and neglect, family involvement initiatives and behavioral strategies.

Whenever possible, parental consent is acquired prior to the student receiving individual or group counseling and prior to the administration of screeners and assessments focused on mental health (suicidal ideation, depression, etc.) It is understood that students with mental health challenges may also have a combination of behavioral, social, personal and physical health issues requiring a behavior support plan to address immediate or immediate past triggers or predictors of problem behavior.

### STUDENT SUPPORT SERVICES REFERRAL MODEL

The SEED School of Los Angeles County staff, families and students can refer students for mental health services. If the referral is initiated by a student or their family, a Self-Referral Form should be completed and submitted to the Student Support Services Department. Forms are available for families in the school's office and may also be accessed through the school administrative team. The social worker will review the form with the student upon submission and set up a time to begin counseling based on the urgency of the need, but no more than 24 hours within referral submission.

The social worker is responsible for informing the Principal, Director of Student Support Services, Director of Student Life, and Head of School of the self-referral request and to gather any needed consent forms from the family to address the issue. Typically, no consent is needed if a student wants to have a general discussion regarding a minor issue that may take less than three meetings with the social worker. However, consent must be obtained from a parent if the social worker determines that the needs of the student would be better served through individual or group therapy or when screenings/assessments/evaluations are being conducted. The social worker, Director of Student Support Services, Principal, and Head of school will determine if any screenings/assessments/evaluations are pertinent. Information gathered will be shared with RTI team, within legal and ethical guidelines, for the purpose of developing interventions and outlining goals. Referrals to outside resources will be initiated by the Director of Student Support Services based on an individual basis for the purpose of exceptional student education (ESE) or mental health services that cannot be served at the school site.

### PROCEDURES FOR INCIDENTS THAT INVOLVE THE SAFETY OF STUDENTS AND/OR OTHERS

The SEED School of Los Angeles County Mental Health Department provides basic mental health services and care to students with emotional concerns such as depression, anxiety, poor adjustment, anger, low self-esteem, and poor conflict resolution skills. We do not, however, provide intensive or twenty-four hour psychological or psychiatric care at our facility.



## MENTAL HEALTH SERVICES

In instances where a child has exhibited any behavior that may affect their personal safety or the personal safety of others within or outside of the SEED school community, the student must be immediately assessed by a Psychologist and/or Psychiatrist. These instances include statements of suicidal or homicidal ideation a student expresses in verbal, physical or written form and/or any incidents of self-harm; such as cutting, burning, biting, scratching, bruising, picking, pulling hair, etc.

The staff at The SEED School of Los Angeles County will immediately report these behaviors to the school leadership team. A social worker will conduct an assessment of the student's wellbeing and provide recommendations to the principals and head of school. An administrator will contact the family and inform them of the incident and the recommendation from the social worker.

Based on our social worker's recommendations and evaluation, the student may be placed on a safety contract or may be referred for a formal evaluation. If a student is referred for a formal evaluation, the parent/guardian must pick up the child within 2 hours of receiving the phone call. The parent/guardian will be provided with a letter specifying the concerns observed at the school and information on where the student may be evaluated.

When a student is required to leave campus, the following steps must be taken prior to the student returning to campus:

1. The student must be assessed by a Psychologist or Psychiatrist within the time specified in the school referral letter.
2. Parent/Guardian must call the Director of Student Support Services within 24 hours of the student being referred for an outside evaluation, to provide an update on the student's and evaluation status. Please be advised that due to the nature of this referral (safety of students and/or others) and as mandated reporters, school staff may call the abuse hotline if a parent/guardian has failed to follow the evaluation steps required by the referral letter.
3. Once an evaluation is complete, the parent/guardian must call the Director of Student Support Services to arrange a time to meet and review the documentation.
4. The following documents must be provided to the Director of Student Support Services or Head of school Prior to the student's return to school:
  - a. Formal evaluations conducted
  - b. A discharge statement or physician letter stating that the student is not a risk to harm his/her self or others must be provided to the school.
  - c. Contact information for the professional who conducted the evaluation
  - d. Release for information form
  - e. Medication Administration documents (as applicable)
  - f. Treatment Plans (as applicable)
5. A meeting will be held by the head of school and a social worker to review the documentation.
6. The school may make a determination as to whether the student will return as a day student or a boarding school student or to recommend a different placement based on the documentation received.
7. If there is no imminent risk of the student harming his/her self or others, a re-entry plan will be developed by the head of school and social worker. The head of school will set a meeting with the



### MENTAL HEALTH SERVICES

family and social worker to review the student's reentry plan. The reentry plan may include an agreement that will require steps to be followed by the student, the parent/guardian and the school staff. This agreement will be signed by all parties and will include start and end dates. The steps required for the student to remain at SEED, may include factors related to medication, treatment, safety plan, follow-up schedule and any other elements as determined by the head of school, social worker, student and parent/guardian.

\*During the child's absence from school during this process, the Head of School will provide assistance with gathering missed assignments, connecting with additional resources and assist the family with any other concerns raised during the student's absence.





## PHYSICAL HEALTH SERVICES

The SEED School of Los Angeles County provides physical health support to students during the school day and boarding program. Our administrative and nursing staff will work with families to ensure students' health needs are met in order to ensure their academic and social-emotional success and will follow the medication administration and physical health procedures outlined by Los Angeles County. Medication will be securely stored in a wellness suite, which will only be accessible to the nursing and administrative staff. All pertinent medical records, such as medication administration, medical incidents and illnesses, will be recorded and maintained in accordance with FERPA and HIPPA laws. The Director of Student Support Services will work with families, the public-school district and the nursing staff, to confirm records are up to date, to comply with laws and regulations and to ensure treatments are adhered to in accordance with physician's expectations.

## NURSING SERVICES

SEED believes there is a direct link between a student's overall health and their ability to learn. As a result, one of our priorities is to ensure the student's physical, mental, emotional and social health needs are met and become an integral part of the educational framework; thus, supporting their achievement in the learning process. To this end, the school nurse not only provides for the safety and care of students and staff, but also addresses the need for integrating the health solutions and topics into the educational setting.

The school nurse is a vital member of the school team leading the charge to advance health-related initiatives and services. Through this effort, the school nurse actively seeks ways to collaborate with school staff members, parents and community members to keep students safe at school and healthy to learn. Through year-round contact, that includes evaluations (screeners/assessments), interventions and follow up, the school nurse supports student success by providing health care services to all children within the school setting.

The primary purpose of the Nursing staff is to provide medical care and services for the students during their time at SEED. The role of the nursing staff includes:

1. to provide quality health care and intervene with actual and potential health problems
2. to use medical expertise to attend to the day to day illnesses of students and make recommendations for further evaluations by physicians, as needed
3. to administer medication as prescribed by the student's physicians
4. to administer over the counter medication as directed/approved by the parent and according to medication dosage and guidelines
5. to maintain the students' medical records while at school
6. to teach and promote safety, physical health and personal hygiene
7. to serve as first responder during all medically related emergency/crisis on campus
8. to evaluate and make recommendations for treatment in instances of contagious diseases, such as ringworm, head lice, flu, etc.
9. to actively collaborate with others to build student and family capacity for adaptation, self management, self-advocacy and learning



## PHYSICAL HEALTH SERVICES *continued*

If a nurse is not available, medication will be administered by SEED personnel trained in medication administration. Parents/Guardians will be informed of any emergencies requiring medical interventions. In cases of emergencies requiring a student to be transported to the hospital, an administrator will accompany the student in the ambulance and stay with the student until the parent/guardian arrives at the hospital. All SEED staff are trained in CPR and first aid.

### MEDICATION ADMINISTRATION

SEED students are administered with over-the-counter and prescribed medication as needed by the school nurses and trained administrative staff. Our students' safety is the number one priority. Therefore, the following must be followed in order for the student to receive medication at school:

- Any child who requires ongoing or regular use of an over the counter (OTC) medication must provide this medication to the nursing staff. This includes vitamins, pain relievers, antacids, etc. SEED will provide OTC medication to students who require it on an intermittent basis only.
- If your child has recurrent illnesses requiring over the counter meds, such as headaches, menstrual cramps or allergies, the guardian must provide those medications to the school in an unopened package. They should be labeled with your child's name.
- An Authorization for Medication Form is required for all prescribed and OTC medications submitted. One form per medication must be completed and signed by both the Medical Provider and the parent/guardian, and provided at the time of medication drop off
- OTC medication administration authorization form must be completed and signed by the parent/guardian listing all approved OTC medications that can be administered and whether or not the parent would like to be notified when administration takes place
- Prescription medication must be labeled by the pharmacy with the student's name, the medication name, physician information, pharmacy information, dosage and frequency. Please provide the most recent prescription bottle. SEED personnel will not provide the child with medication prescribed to others
- Medication or vitamins cannot be expired
- Families are responsible for ensuring students do not run out of medication while at the school
- Students must continue to receive their medications at the prescribed times when they are home in order to ensure the effectiveness of the treatment
- All medication and vitamins must be age-appropriate. For example, if your child is 11 years old, they will not be given medication for persons 12 and older.
- Medication or vitamins must be in their original bottle. We will not administer medication or vitamins that have been placed in other containers.
- Forms must be updated reflecting changes in dosage, physician or medication immediately upon the student's return to school after the change occurs.
- Medication and vitamins need to be given to the adults driving the student to the site (van or bus) or staff receiving the students on campus. Unless approved by the school administration as directed by a physician, students may not carry their medication while at school. This includes their luggage and school related items. If they accidentally arrive at school with their medication, they must immediately turn it over to a member of the SEED staff. Not doing so, may result in disciplinary action.



## PHYSICAL HEALTH SERVICES *continued*

### IMMUNIZATIONS AND PHYSICALS

New and returning students are required to have an annual physical and abide by the immunization schedule determined by the Department of Health and their pediatrician. Annual physicals cannot be older than one year as of the start date of the school year. Immunizations must be up to date as of the student's last birthday. Parents or Guardians must provide the annual physical and updated immunization records to the Director of Student Support Services one week prior to the beginning of the school year. Immunizations conducted during the school year must be provided to the Director of Student Support Services within a week of the students receiving the new immunizations.

### ABSENCES AND ILLNESS

When a student is displaying symptoms of illnesses or medical conditions that are deemed possibly contagious by the school nurse or at the discretion of the Director of Student Support Services, a Doctor's note will be required before the student is allowed to return to school. The note must specifically state that the student is cleared to return to a boarding school and is no longer contagious.

### MEDICAL EMERGENCY POLICY

If there is a medical emergency on campus, an administrator or nurse will be informed, so that they can assess the situation to determine if 911 has to be called. The parent/guardian will be contacted immediately to inform them of the situation and provide them with next steps. If the appropriate medical care cannot be provided by a nurse or administrator on campus and the child needs to be transported to a nearby hospital, an administrator will accompany the child in the ambulance and the parent/guardian will meet the child and administrator at the hospital. It is required that the parent/guardian immediately meet the administrator and child at the hospital, so that the child can be transitioned into the parent/guardian's care. The SEED School of Los Angeles County is not responsible for making any medical decisions on behalf of a parent/guardian.

### MEDICAL LEAVE POLICY

If your child is required to be out of school for an extended period of time (more than 72 hours) due to a medical condition, you will be required to submit documentation from their doctor detailing their diagnosis, listing the dates they will be excused from school and the date they are cleared to return to our boarding program. Please ensure that your child's doctor is aware that they are attending a boarding school and list the date they are cleared to return to our boarding environment, not only our academic setting. If a continued treatment plan is needed, this plan should be included in the documentation being submitted, so that our nursing and administrative staff can implement the plan and support your child upon their return. If your child is excused for this period of time and you wish to request make-up work for your child to complete, please submit your request via email.



## PHYSICAL HEALTH SERVICES *continued*

### California Healthy Youth Act

The California Healthy Youth Act, codified as Education Code sections 51930-51939, has five main purposes:

1. To provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and STDs;
2. To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development.
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection. Parents may request a copy of the California Healthy Youth Act. A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. A parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student’s parent or guardian excusing the student from participation. (Education Code 51240.)

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student’s parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or, for students in grades 7-12, to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex, may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Schools shall not require active parental consent (“opt-in”) for



### PHYSICAL HEALTH SERVICES *continued*

these tests, questionnaires, or surveys. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the school. (Education Code 51513 and 51514.)

The SEED School of Los Angeles County may use outside consultants or guest speakers in order to provide students with education consistent with the California Healthy Youth Act. The SEED School of Los Angeles County schools shall not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. “Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases (EC51931).

“HIV/AIDS prevention education” means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS. (Education Code 51931.)

#### OTHER HEALTH EDUCATION REQUIREMENTS:

Erin’s Law: Sexual Abuse and Molestation Prevention.

Erin’s Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn.

“Erin’s Law” requires that all public schools in every state implement a prevention-oriented child sexual abuse program which teaches:

- Students in grades PreK – 12 age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- School personnel about child sexual abuse
- Parents or guardians about the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families

Please contact your campus for specific information about school assemblies.

Under Welfare and Institutions Code 18976.5, parents may refuse to have their children participate in a primary prevention program.



## PHYSICAL HEALTH SERVICES *continued*

### Covid-19 Student Covid-19 Vaccination and Masking Policy

*Note: As public health and legal guidance regarding COVID-19 vaccinations evolves, The SEED School of Los Angeles County reserves the right to revise this policy.*

#### Purpose

A safe and healthy learning environment is the highest priority at The SEED School of Los Angeles County. This policy lays out the current vaccine and masking policies at The SEED School of Los Angeles County.

#### Student Vaccination Mandate

Senate Bill 871 adds the Covid-19 vaccine to California's list of required vaccines needed to attend K-12 schools. To fully enroll and attend The SEED School of Los Angeles County, all students will need to be fully vaccinated by the first day of school on August 28, 2022. Scholars are considered to be fully vaccinated two weeks after receiving the second dose in a two-shot COVID-19 vaccine series. This means that all students need to be completed with their second dose by Sunday, August 14, 2022.

Families selected to enroll in The SEED School of Los Angeles County will be contacted to support the submission of enrollment documentation including getting access to the vaccine and to answer any questions or concerns.

#### Masking

The Los Angeles Department of Public Health (LACDPH) released [Guidelines on Face Coverings](#) that explain the shift from required to strongly recommended in April 2022. The new LACDPH Guidelines are in alignment with the [Centers for Disease Control Guidelines](#). In alignment with guidelines, face coverings are not required at The SEED School of Los Angeles County, but they will be strongly recommended. Face coverings will be available upon request for all students and staff.

Please understand that the change in the face covering requirements is based on current COVID-19 case rates and could change at any time. We will monitor conditions on an ongoing basis to adjust our mask requirement as needed.

#### Recurring Testing

Health screenings, temperature taking, and free COVID-19 testing will take place on a weekly basis for all activities on campus. Students who are picked up by vans on Sundays at our key locations will receive a health screening, temperature check, and free COVID-19 testing prior to getting in the van. We will monitor conditions as they continue to improve to determine when it may be appropriate in the future to alter our screening and testing schedules.

#### Continued Health and Safety Protocol

The SEED School of Los Angeles County will follow guidance from federal, state, and [local public health agencies](#) to ensure that COVID-19 health and safety protocols remain updated. This includes but is not limited to continued use of facial coverings, recurring COVID-19 testing, and social distancing practices.



PHYSICAL HEALTH SERVICES continued

*How to Wear Cloth Face Covering:*

- Mask should fit snugly, but comfortable against the face
- Be secured with straps or ear loops
- Allow for breathing without restriction
- Mask should cover your face and nose
- Be washable and dryable without damage or change to shape

*Face Covering Do's and Don'ts on Campus:*

<i>Do:</i>	<i>Don't:</i>
<ul style="list-style-type: none"> <li>● Wear it on campus during the academic and student life portion of the day · Put the mask on using the straps; take it off using the straps</li> <li>● Wash your hands before and after touching your mask</li> <li>● Only remove when you are in your room alone, outside and properly socially distanced from others</li> <li>● Hang your mask up or place it in a clear plastic bag</li> <li>● Take it home over the weekend and wash it</li> </ul>	<ul style="list-style-type: none"> <li>● Touch the outside covering; if you do immediately wash your hands</li> <li>● Sit it in general locations (tables, chairs, desk etc)</li> <li>● Touch your eyes when removing it</li> <li>● Share your mask with others</li> </ul>

For more information on how to wear and care for cloth face coverings please visit the Center for Disease Control and Prevention (CDC) website at [www.cdc.gov](http://www.cdc.gov).

*Student Sick Policy:*

In an effort to keep students and staff safe please note the updates to our Sick Policy. Per guidelines from the Center for Disease Control and Prevention (CDC) students should not report to school if they are sick or experiencing the following symptoms. If symptoms persist, please follow the steps listed under “Steps to monitor your health”.

Stay Home if you have the following:

- Tested positive for COVID-19
- If you recently had close contact with a person with COVID-19
- Fever or Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or Body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



## PHYSICAL HEALTH SERVICES continued

Steps to monitor your health/ return to school if you or a person you were in contact with tested positive for COVID-19:

- Stay home for 14 days after your last contact with a person who had COVID-19
- Watch for fever (100.4 F), cough, shortness of breath or other symptoms listed above
- Get cleared by a physician to return to school and provide the school with the proper documentation from a physician
- Student must have a negative COVID-19 test to return

Pick up:

If a student is experiencing any COVID-19 related symptoms a nurse will be notified and the student will report to the identified quarantine space on campus to reduce exposing other students and staff.

The nurse will conduct a routine health check and make a decision regarding next steps:

1. Student monitored and allowed to stay on campus (follow quarantine guidelines)
2. The student will need to be picked up by a family member

Quarantine Guidelines:

In the case where a student is feeling ill with COVID-19 symptoms he/she will be escorted to one of the identified isolation space on campus to be further evaluated by a nurse.

Spaces: There will be two spaces in the dorm and two spaces in the academic building. The rooms will be isolated from high traffic areas to limit exposure to others in the community.

What's in the room? Little to nothing, a bed for the student to rest and disposable bed covers

Cleaning: The quarantine room will be deep cleaned by our trained cleaning staff within 24 hours after being occupied.





## EXCEPTIONAL EDUCATION SERVICES

### EXCEPTIONAL STUDENT EDUCATION SERVICES

SEED is committed to improving academic and socioemotional skills of students with disabilities by developing, implementing, and accounting for Individualized Education Plans (IEPs) primarily through a combination of general education and special education settings. In addition, IEP goals and objectives are addressed through:

1. Co-taught classes in English and/or math at all grade levels
2. Pull-out/small group instruction in all grades
3. Targeted Instruction (to implement researched-based interventions)
4. Appropriate accommodations and assistive technology devices throughout the program hours
5. Resource Room access (during the academic day)
6. Related services (speech therapy, occupational therapy, mental health counseling, adherence to medical plans and/or other services deemed necessary by the IEP team)
7. Appropriate and effective professional development and support for all staff involved with students

### CURRICULUM:

1. Students who receive Exceptional Student Education services are expected to master SEED's academic standards. IEP goals and objectives are designed based on students' academic needs and based on academic performance. Students' IEP goals and objectives are either benchmarks ("stepping stones" or necessary basic skills) to be ready to learn and to master the standards or are the standards themselves. Instruction may be differentiated for students with special needs to ensure that they master the skills and concepts in each SEED course. Additionally, alternative assessments may be used to gauge progress towards mastery of student learning objectives.
2. The Exceptional Student Education department at SEED provides co-taught classes at all grade levels. ESE teachers plan with the general education teachers and co-teach classes. Co-teachers use the following models: 1.) one teach, one assist, 2.) one teach, one observe, 3.) parallel teaching, 4.) station teaching, 5.) alternative teaching and 6.) team teaching.
3. During Literacy Targeted Instruction, students receive specialized instruction and interventions to address reading deficits and to support their growth to becoming proficient readers. In addition to this specialized instruction, classroom interventions are designed to support students in the Readers' Workshop through the use of one-to-one interventions, guided practice, active engagement, and extended independent daily practice in reading.
4. During Math Targeted Instruction, students will be engaged in the learning process by way of small group and individualized instruction. The focus of instruction is to ensure that students have mastery of the basic and foundational skills they need to be successful in middle school mathematics. Class instruction is also designed to reinforce skills taught in the general education classroom and to provide students with the scaffolding they need to be able to utilize critical thinking skills in math.
5. Students may also receive individualized therapies, such as counseling, to be emotionally available for learning or to address significant deficits. Speech and language therapy, occupational therapy, or other services may also be offered pending IEP specification.
6. Students may receive an individualized Behavior Intervention Plan (B.I.P.) in which their target behavior goals are monitored on a daily basis, data is collected and analyzed, so that trends and needs can be identified and interventions can be designed in response to students' needs.



## EXCEPTIONAL EDUCATION SERVICES

### CHILD FIND

SEED will identify, locate and evaluate enrolled students who either have, or are suspected of having, disabilities and need special education as a result of those disabilities. SEED may attempt academic and/or behavior interventions prior to referring a student for an initial evaluation for special education.

### EXCEPTIONAL STUDENT EDUCATION EVALUATION

SEED must have a parent's informed written consent and signature before it can conduct an initial evaluation to determine if a child is eligible for special education and/or related services. If a parent or legal guardian has concerns about his/her child's academic progress, please make a request in writing addressed to the Director of Student Support Services at SEED to convene a Student Evaluation Plan team meeting. A referral for an initial evaluation may also be made by the student, if he/she is 18 years old, or a SEED staff member. Upon receipt of a referral, an IEP team must meet to review existing data, information from the parent, pre-referral interventions and strategies, current classroom-based assessments, and observations by teachers and related service providers to determine whether to proceed with an initial evaluation for special education.

If an initial evaluation for Exceptional Student Education services is warranted, SEED will conduct a comprehensive initial evaluation in all areas of suspected disability. In conducting the evaluation, SEED will follow the evaluation procedures set forth in the Individuals with Disabilities Education Act, 34 CFR § - 300.304 and 300.305. The SEED School of Los Angeles County completes all Exceptional Student Education evaluations and convenes the Multidisciplinary Team meeting to determine eligibility and develop an IEP, if necessary, within 120 calendar days of receiving the written referral for the evaluation.

The SEED School of Los Angeles County must conduct a reevaluation of students with disabilities at least once every three years unless the parent/guardian and SEED agree that the reevaluation is unnecessary upon review of existing data. In this case, SEED will confirm this joint decision in writing, the reason for it, and the parent's right to request a formal reevaluation. The SEED School of Los Angeles County will conduct a reevaluation of a student with the parent's/guardian's consent sooner than three years if it deems that the educational and related services needs warrant a reevaluation. A parent/guardian may also request a reevaluation at any time, however a reevaluation will not occur more than once a year unless SEED and the parent agree otherwise.

### ELIGIBILITY DETERMINATION

SEED will notify the parent in writing of any evaluation procedures it proposes to administer to a student. SEED will employ a variety of assessment tools and strategies and obtain parent input in evaluating the student to determine whether the student has a disability under Federal law, specifically the Individuals with Disabilities Education Act ("IDEA"). Upon completion of the evaluations by qualified individuals, SEED will convene a MDT (Multi-Disciplinary Team) meeting consisting of you (the parent) and a group of qualified professionals to review the evaluations and other data and determine whether the child meets the criteria for one of the recognized disabilities under IDEA. The following disabilities are recognized under IDEA: Mental Retardation; Hearing Impairment (including deafness; a speech & language impairment, a visual impairment (including blindness); a serious emotional disturbance (referred to as emotional disturbance); an orthopedic impairment; autism; traumatic brain injury; another health impairment, a specific learning disability; deaf-blindness; or multiple disabilities. Copies of the evaluation reports and the documentation of the determination of eligibility will be provided at no cost to the Parent. If a child is found eligible for special education services, the parent must provide informed consent for the initial provision of services before an IEP can be developed.



## EXCEPTIONAL EDUCATION SERVICES

### TRANSITION SERVICES

In order to adequately prepare our students with disabilities for life after high school, SEED will have in effect, by the student's 16<sup>th</sup> birthday, a transition plan designed to prepare the student to make the transition from school to adulthood. Transition plans are to be developed by the IEP team and will include a graduation plan, transition goals and transition services. The transition services and transition goals will be designed to assist the student in reaching his/her post-school goals and will be based on each individual student's need, taking into account the student's preferences and interests. With parent consent, SEED will invite a representative from the district's Transition Services Department to any IEP meetings in which the student's transition plan will be discussed.

### LEAST RESTRICTIVE ENVIRONMENT (LRE)

SEED is required under the law to place a student in the least restrictive environment that will meet the student's individual needs. This means that SEED must ensure that to the maximum extent possible the student is educated with other children who are not disabled. SEED must ensure that the student is removed from the general education environment only when the nature and severity of the student's disability requires the removal.

### NOTIFYING PARENTS & STUDENT OF PROGRESS TOWARDS IEP GOALS

Parents and students will receive by mail IEP Report Cards indicating progress toward IEP goals from ESE teachers and related services providers with the report card for each marking period (quarterly). IEP Report Cards are also maintained in the student's ESE file.

### NOTICE TO PARENTS

SEED will give notice to parents anytime it proposes or refuses to initiate or change the identification, evaluation or placement of the student.

### Scholars with Exceptional Needs

#### Equal Education Opportunities

At Alliance schools, all scholars shall be afforded the right and opportunity to an equal education. No scholar shall be excluded, segregated or discriminated against in the Alliance school environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived disability, religion, or religious affiliation.

- Schools are obligated to provide a "free appropriate public education" (FAPE) to all eligible scholars with disabilities.

#### Section 504 Plan

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

- Compliance with Section 504 is monitored by the U.S. Department of Education, Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.



## EXCEPTIONAL EDUCATION SERVICES

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

### Special Education

The Individuals with Disabilities Education Act (IDEA) requires that public schools, including Alliance schools, make available a free appropriate public education (FAPE) to eligible scholars with disabilities and ensure special education and related services to those scholars.

Referrals for determination of eligibility for special education and services may come from teachers, parents/guardians, agencies, appropriate professional persons, and from other members of the public. Special education referrals will be coordinated with school site procedures for referral of scholars with needs that cannot be met with interventions in the regular instructional program, including referrals from scholar intervention teams, such as the Scholar Support and Progress Team (SSPT).

### PARENT REQUESTS

- A. A parent has the right to request that a Multidisciplinary Team meeting convene with their child's ESE team at any time. To do so, please contact the Director of Student Support Services at The SEED School of Los Angeles County.
- B. A parent has the right to request a copy of the Procedural Safeguards at any time. The Procedural Safeguards is a document that is designed to help parents and students understand their rights under the reauthorization of the Individual with Disabilities Education Improvement Act Amendments of 2004 ("IDEA").
- C. A parent has the right to request a Due Process Hearing regarding any concerns that a free appropriate public education is being denied to their child.

### PROCEDURES FOR DUE PROCESS HEARING REQUESTS

The Individuals with Disabilities Education Act (IDEA 2004) provides for a due process hearing request as one of the administrative remedies of dispute resolution for school districts and parents. In the state of California, due process hearings are conducted by the Office of Administrative Hearings (OAH) from the

Office of Administrative Hearings  
2349 Gateway Oaks Drive  
Suite 200  
Sacramento, CA 95833

A Due Process hearing is a mechanism for resolving disputes between parents and school districts in matters regarding any proposal or refusal to initiate change in the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) for a student. A parent or school district may request a Due Process hearing. The request for a hearing must be made within one year of the alleged basis of the request for a hearing.

A request for a hearing must include the following information:

- The name of the student
- The address of the residence of the student
- The name of the school the student attends
- In the case of a homeless student, as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act, available contact information for the student and the name of the school the student attends
- A description of the nature of the problem that relates to the proposed or refused initiation or change, including facts

- relating to the problem
- A proposed resolution of the problem to the extent known and available to the party at the time.

A party requesting a hearing will not receive the hearing or engage in a resolution session as described below until the party or an attorney representing the party files a request for due process hearing that meets the above requirements. Your request for a due process hearing will be deemed sufficient, unless the school district notifies you and the ALJ within fifteen (15) days of receipt of the request for due process hearing that it does not meet the content requirements listed above.

A party may amend its request for due process only if the other party consents in writing to the amendment and is given the opportunity to resolve the request through a resolution session as described below; or the ALJ gives permission to do so no later than five (5) days before the due process hearing begins. Within five (5) days of receiving the challenge, an impartial hearing officer makes a determination regarding sufficiency of complaint. The opposing party must respond to the due process hearing request within ten (10) days of receiving the request, unless an exception applies.

The school district must convene the resolution session within fifteen (15) days of receiving the complaint, unless waived in writing by the parties. The resolution session provides parties opportunities to resolve issues before a due process hearing moves forward. If resolution to the dispute is reached at the resolution session, the parties must execute a legally binding agreement that is signed by both parties. The school district representative(s) must have binding decision-making authority. The agreement is enforceable in any appropriate state or federal court. An administrative due process hearing is a formal process conducted by an ALJ who: hears the testimonies of involved parties; examines records, exhibits, and evidence; and makes a fair and impartial decision. The party that initiates the due process hearing is referred to as the petitioner, while the responding party is referred to as the respondent. Both parties may present evidence and witnesses, confront and cross examine witnesses, and may also rebut the opposing party's evidence at the time of hearing. Either or both parties may be represented by legal counsel, but this is not a mandatory requirement.

As per the provisions of Sections 300.514 and 300.515 of Title 34 of the Code of Federal Regulations (Title 34), due process hearings must be held and a final order issued within forty-five (45) days (including weekends and holidays) following the thirty (30) day local resolution period. The ALJ may extend the time limit for good cause shown. Any party who wishes to pursue an appeal of a final order issued may do so in the appropriate court of appeal within ninety (90) days from the date of the final order.

To request a due process hearing, please access the Request for Exceptional Student Education (ESE) Due Process form or send a signed request letter to the school district where the student is enrolled. Please provide a copy of the request to the Bureau by mailing it to address or fax number listed below:

The school district must inform the parent of any free or low-cost legal and other relevant services available in the area if the parent requests the information or requests the due process hearing. Districts complete and return this form to:

You may email your complaint request to [speceducation@cde.ca.gov](mailto:speceducation@cde.ca.gov)

You may also fax your complaint to: 916-327-3704

California Department of Education  
Special Education Division  
Complaint Resolution Unit

## DISCIPLINE

The SEED School of Los Angeles County abides by IDEA requirements regulating disciplinary actions against students with disabilities.

### 1. Removal for 10 or fewer school days in a school year

Students in Exceptional Student Education can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for general education students. However, students with disabilities should not be suspended for behavior related to their disability that is addressed in their IEPs. The school is not required to provide services for the first 10 days in a school year that the student is suspended.

### 2. Removal for more than 10 cumulative school days when the student's behavior does not represent a pattern

No manifestation determination is required when a student is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Students who are suspended for more than 10 days in a school year must also receive, as appropriate, a Functional Behavior Assessment (F.B.A.) and behavior intervention services and modifications to address the behavior violation so that it does not recur.

### 3. Removal for more than 10 consecutive school days or 10 cumulative school days when the behavior represents a pattern

Disciplinary action that results in a student being suspended for more than 5 consecutive school days or 10 cumulative school days in a year where the series of suspensions constitute a pattern result in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the IEP team.

The following is required under these circumstances:

A) Parent Notification- the parent/ guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made. B) Manifestation Determination - an IEP team meeting must be convened within 10 school days to determine whether the student's behavior was a manifestation of his/her disability. C) Review of Behavior Intervention Plan ("BID")- at the manifestation determination meeting, the IEP team must also conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the student or review the student's current behavior intervention plan and modify it as necessary.

Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

*A manifestation determination meeting reviews the relationship between the student's disability and the student's behavior that is subject to the disciplinary action.*

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to The SEED School of Los Angeles County unless the parent and The SEED School of Los Angeles County agree otherwise. There are special circumstances where a student with a disability can be removed from The SEED School of Los Angeles County for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious

bodily injury at school on school premises or during a school function. At any time, the IEP team, with parent consent, may change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

#### 4. Hearing officer

If maintaining a student with a disability in his or her current placement would prove harmful to the student or to others, the district can request a hearing officer to order placement in an alternative setting for up to 45 days. In this case, the district is required to provide services for a student with a disability so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.



## SECTION 504 POLICY MANUAL

### INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination against disabled persons, including students and staff members, by schools receiving federal financial assistance. Included in the US Department of Education Regulations for Section 504 is the requirement that disabled students be provided with free appropriate public education (FAPE). As such, The SEED School of Los Angeles County is required to provide the full range of special accommodations and services necessary for students with disabilities to participate in and benefit from its education programs and activities.

The regulations require identification, evaluation, the provision of appropriate services and procedural safeguards. The regulations also require that parents or guardians be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with district decisions in these areas.

### SECTION 504 DEFINED

“No otherwise qualified individual with a disability in the United States...shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....”.

The Section 504 regulations require The SEED School of Los Angeles County to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

### ELIGIBILITY CRITERIA

Under Section 504, a student eligible for FAPE is any student who has a physical or mental impairment that substantially limits one or more major life activities.

#### What is a Physical or Mental Impairment?

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems – neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genitourinary; hemic and lymphatic; skin and endocrine.
- This definition includes such diseases and condition as orthopedic, visual, speech and hearing impediments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, attention deficit disorder (ADD), acquired immune deficiency syndrome (AIDS), and human immunodeficiency virus (HIV)
- Any mental or psychological disorder such as but not limited to mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.





## SECTION 504 POLICY MANUAL continued

### What is the meaning of Substantial Limitation?

The term “substantially limits” is not explicitly defined by Section 504. However, the following should be considered when determining if a student is substantially limited in performing a major life activity:

- In order to meet this standard, the student must be unable to perform a major life activity that the student’s average peers can perform OR, the student must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the student’s average peers.
- An impairment need not prevent or severely or significantly limit a major life activity to be considered “substantially limiting.” Nonetheless, not every impairment will be substantially limiting.
- The term “substantially limits” should be construed broadly and determination of substantial limitation should not require an extensive analysis.
- The determination of whether an impairment substantially limits a major life activity requires an individualized assessment.

Episodic or in Remission: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating measures: The “substantially limits” determination must be made without regard to any ameliorative effects of mitigating measures. The team must make a Section 504 determination based upon the student’s disability as it presents itself without the mitigating measures. Mitigating measures included but are not limited to:

- medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications.

### What are major life activities?

Major life activities include, but are not limited to, activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Major life activities may also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.



## SECTION 504 POLICY MANUAL continued

### STUDENT IDENTIFICATION & REFERRAL

Section 504 contains a child find requirement that requires school districts to “undertake to identify and locate every qualified [individual with a disability] residing in [its] jurisdiction.” As such, school districts must conduct an evaluation of students “who, because of a handicap, need or are believed to need special education and related services.”

The school or parent may initiate a referral for an initial evaluation.

What to be on the look-out for:

- history of physical or mental impairment or disorder
- poor behavior with an impact on learning or academic performance
- poor academic performance
- poor attendance
- serious health conditions
- any other issues that may interfere with student’s ability to participate in and benefit from the education program

For students who are identified and referred for possible evaluation under Section 504, a review of the student’s records, including medical, academic and behavioral records, will be conducted by the Student Support Team (SST) to determine whether an evaluation is warranted. Any student who has or is believed to have a disability special education or related aids or services to participate in or benefit from the education program should be referred for an evaluation.

Identification and referral procedures:

- Any student who is suspected of having a disability may be referred by a parent, teacher, or other school employee to the SST using the appropriate Parent or Staff Referral form.
- The SST will be composed of persons knowledgeable about the student, the student’s history, and the student’s individual needs.
- The SST will consider the referral and, based upon a review of the student’s existing records, including medical, academic, social and behavioral records, make a decision as to whether a referral for an evaluation is warranted.

If the SST determines that an evaluation is warranted, The SEED School of Los Angeles County will inform the parent or guardian of this decision and request consent to evaluate the student using the Notice of Referral/Request for Consent form. The parent or guardian will also be provided with a copy of the Notice of Parental Rights.

If a parent’s request for an evaluation is denied, The SEED School of Los Angeles County will inform the parent or guardian of this decision using the Notice of Decision Not to Evaluate form. The parent or guardian will also be provided with a copy of the Notice of Parental Rights.



## SECTION 504 POLICY MANUAL *continued*

### 504 TEAM

All decisions regarding a student's eligibility, 504 Plan, and placement will be made by the 504 Team. The 504 team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. Parents are necessary members of the 504 team and will be encouraged to present information relevant to consideration of the team.

### STUDENT EVALUATION

Upon referral for an evaluation, the 504 Team will evaluate the existence and nature of the student's disability, the impact of the disability upon the student's education, and the extent to which the student requires special education and related aids and services to participate in and benefit from the education program. A Section 504 evaluation may be broad (including aptitude, psychological and achievement assessments, medical reports, social and cultural information, etc.) or narrow (medical report). Formal assessments are not always required but may be in some instances. To determine whether formal assessments are necessary the team must review and consider the data already available to it.

The evaluation must be conducted in a reasonable period of time. Although there is no specific requirement, The SEED School of Los Angeles County will aim to complete the evaluation within 30-45 days from the date of referral.

In general, the 504 evaluation should:

- A. Include materials, tests, or evaluation procedures, as necessary, that are:
  - i. Validated for the specific purpose for which they are used;
  - ii. Administered by trained personnel in conformance with the instructions provided by their producer;
  - iii. Tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
  - iv. Selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
- B. Be based on information from a variety of sources, i.e. teachers, other school staff members, parent/guardian, physician, nurse, and any other knowledgeable professionals;
- C. Document and consider all available pertinent information, i.e. records, assessment data or medical reports related to the suspected physical or mental impairment, which may be substantially limiting a major life activity; and
- D. Be conducted by a group of people, including those who are knowledgeable about the child, the suspected disabling condition, evaluative procedures, the meaning of evaluative data, and accommodation/placement options.



## SECTION 504 POLICY MANUAL continued

Parental consent is required to evaluate under Section 504. When a parent refuses to consent, The SEED School of Los Angeles County cannot be held liable for failing to provide the student FAPE under Section 504. Reevaluations are required periodically and should occur at least every three years or sooner when appropriate. Reevaluations must also occur prior to any significant change in placement whether for disciplinary reasons or otherwise.

### 504 PLAN/PLACEMENT

If a student is determined to be eligible for FAPE under Section 504, the 504 Team must develop a 504 Plan and determine placement for the student. If the team determines that despite having a disability under Section 504, the student does not require special education or related aids and services, the team will indicate the basis for this decision on the 504 Plan. In making determinations about the student's 504 Plan and placement, the 504 Team shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, adaptive behavior and input from the parents. Determinations about the student's 504 Plan and placement will be made by a group of individuals knowledgeable about the student, the meaning of evaluation data, and the placement options. All students will be educated with those who are not disabled to the maximum extent appropriate based on their individual needs. A disabled student shall be placed in the general education environment, unless it is demonstrated by The SEED School of Los Angeles County that education of the student in the general education environment with the use of supplementary aids and services cannot be achieved satisfactorily. Placement in a setting other than the general education environment will not be made without taking into account the proximity of the alternate setting to the student's home.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by The SEED School of Los Angeles County, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by The SEED School of Los Angeles County and assistance in making available outside employment, The SEED School of Los Angeles County shall ensure that disabled students participate with nondisabled students in such activities and services to the maximum extent appropriate to the needs of the disabled student in question. If a case manager has not already been assigned prior to the development of the initial 504 Plan, a case manager will be assigned following the development of the initial 504 Plan. The case manager will monitor implementation of the plan and student progress. The case manager will also ensure that a copy of the 504 Plan, Notice of 504 Plan and Placement, and Notice of Parental Rights are provided to the parent or guardian following the 504 Team meeting. The case manager will also distribute the 504 Plan to relevant school staff and provide or arrange for any education necessary for staff regarding implementation of the plan.

### FAPE

An "appropriate education" is the provision of regular or special education and related aids and services that are designed to meet the student's individual needs as adequately as the needs of non-disabled students are met. An appropriate education must also be designed in accordance with the procedures that satisfy Section 504's identification, evaluation, placement and due process requirements.



## SECTION 504 POLICY MANUAL continued

### REVIEW OF PROGRESS

The 504 Team will monitor the progress of the disabled student and the effectiveness of the student's educational plan at least annually, or sooner if necessary or requested, to determine whether the plan is appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of non-disabled students.

### PROCEDURAL SAFEGUARDS

Parents should be provided with notice of their rights and procedural safeguards at any time they are notified of decisions regarding the identification, evaluation or educational placement of the student. Such notice should always be provided in writing.



## NETWORK ACCEPTABLE USE POLICY

The SEED School of Los Angeles County offers students access to computers, educational software and the internet while at the school. The following guidelines are to be adhered to by all students utilizing the school's network and hardware.

### 1. Educational Purpose

- i. The SEED Network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities and specified evening programming activities.
- ii. The SEED Network has not been established as a public access service or a public forum. The SEED School of Los Angeles County has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in The Student Code of Conduct and the law in your use of The SEED Network.
- iii. You may not use The SEED Network for commercial purposes. This means you may not offer, provide, or purchase products or services through The SEED Network.
- iv. You may not use The SEED Network for political lobbying. But you may use the system to communicate with elected representatives and to express your opinion on political issues.

### b. Student Internet Access

- i. All students will have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
- ii. You will be assigned a The SEED School of Los Angeles County email address for educational purposes.

### c. Unacceptable Uses

- i. The following uses of The SEED Network are considered unacceptable:
  1. Posting Personal Information
  2. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone number, school address, etc.
  3. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

### 2. Illegal Activities

- a. You will not attempt to gain unauthorized access to The SEED Network or to any other computer system through The SEED Network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
- b. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. You will not use The SEED Network to engage in any other illegal act, such as arranging for the purchase of alcohol, engaging in criminal gang activity, threatening the safety of any person, etc.



## NETWORK ACCEPTABLE USE POLICY *continued*

3. System Security
  - a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
  - b. You will immediately notify a professor or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
  - c. You will avoid the spread of computer viruses and malware by not downloading software and files not related to educational purposes.
4. Inappropriate Language
  - a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
  - b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
  - c. You will not post information that could cause damage or a danger of disruption.
  - d. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
  - e. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending him/her messages, you must stop.
  - f. You will not knowingly or recklessly post false or defamatory information about a person or organization.
5. Respect for Privacy
  - a. You will not re-post a message that was sent to you privately without permission of the person who sent you the message.
  - b. You will not post private information about another person.
6. Respecting Resource Limits.
  - a. You will use the system only for educational activities limited by SEED staff members.
  - b. You will not download large files unless absolutely necessary and approved by SEED staff members.
  - c. You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
  - d. You will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.
7. Plagiarism and Copyright Infringement
  - a. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
  - b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a SEED staff member or teacher.



### NETWORK ACCEPTABLE USE POLICY continued

8. Inappropriate Access to Material
  - a. You will not use The SEED Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). Exceptions for such literature may only be made and approved by professors.
  - b. If you mistakenly access inappropriate information, you should immediately tell your teacher or another SEED staff member. This will protect you against a claim that you have intentionally violated this Policy.

#### D. Your Rights

1. Free Speech
  - a. Your right to free speech, as set forth in The SEED School Los Angeles County Code of Conduct, applies also to your communication on the Internet. The SEED Network is considered a limited forum and therefore the School may restrict your speech for valid educational reasons. The School will not restrict your speech on the basis of a disagreement with the opinions you are expressing.
2. Search and Seizure
  - a. You should expect only limited privacy in the contents of your personal files on the School system. The situation is similar to the rights you have in the privacy of your desk.
  - b. Routine maintenance and monitoring of The SEED Network may lead to discovery that you have violated this Policy, The SEED School of Los Angeles County Code of Conduct, or the law.
  - c. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the SEED Los Angeles County Code of Conduct, or the law. The investigation will be reasonable and related to the suspected violation.
  - d. Your guardian has the right at any time to request to see the contents of your e-mail and/or other electronic files.
3. Due Process
  - a. The School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through The SEED Network.
  - b. In the event there is a claim that you have violated this Policy or The SEED School of Los Angeles County Code of Conduct in your use of the SEED Network, you will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a neutral administrator [or - will be provided with notice and opportunity to be heard in the manner set forth in The SEED School of Los Angeles County Code of Conduct].
  - c. If the violation also involves a violation of other provisions of The SEED School of Los Angeles County Code of Conduct, it will be handled in a manner described in the SEED Los Angeles County Code of Conduct. Additional restrictions may be placed on your use of your Internet account.





## NETWORK ACCEPTABLE USE POLICY continued

### E. Limitation of Liability

The SEED School of Los Angeles County makes no guarantee that the functions or the services provided by or through The SEED School of Los Angeles County system will be error-free or without defect. The SEED School of Los Angeles County will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The SEED School of Los Angeles County is not responsible for the accuracy or quality of the information obtained through or stored on the system. The SEED School of Los Angeles County will not be responsible for financial obligations arising through the unauthorized use of the system.

### F. Personal Responsibility

When you are using The SEED Network, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little "electronic footprints," so the odds of getting caught are really about the same as they are in the real world.



## CELL PHONE USE POLICY

### FOR HIGH SCHOOL STUDENTS ONLY

From the start of the school year, all high school students are eligible to have their cell phones on campus, regardless of their academic grade point average, as long as each student has a signed and completed cell phone use policy on file with the Dean's department. Due to the fact that students will be able to have their phones on campus regardless of their academic progress, clear expectations and norms are to be followed by each high school student in order for them to retain the use of their cell phone while they are on campus.

Cell phones should be put away and on "silent" at all times unless otherwise indicated. Any cell phone that is displayed and/or being used during an unauthorized time can be confiscated and given to a SEED Los Angeles County Director administrator. Examples in which students are expected to put their cell phones away in silent mode include: while receiving academic instruction, during student life programming, during community meetings, and wherever The SEED School of Los Angeles County staff members instruct their students to place their cell phones away in order to focus on the task at hand. At the point that these expectations and norms are not followed by a student, their cell phone can then be confiscated and turned into an administrator's office.

- 1<sup>st</sup> Offense- Verbal reminder
- 2<sup>nd</sup> Offense- Written referral and loss of cell phone privilege until the end of the following academic day.
- 3<sup>rd</sup> Offense- Written referral and loss of privilege for the rest of the one week.
- 4<sup>th</sup> Offense- Guardian must attend a conference with an administrator in order to pick up the phone.

*Refusal to relinquish a cell phone to a SEED staff member may result in a more severe consequence.*

The Cell Phone Usage Policy and Expectations agreement must be signed by both the student and guardian before the student is permitted to have a cell phone on campus. Parents/Guardians and students understand that they are bringing their cell phones at their own risk and The SEED School of Los Angeles County is not responsible for any lost, stolen and damaged cell phones in their possession, regardless of circumstance.



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT

### INTRODUCTION & PHILOSOPHY

We believe that all students can and will learn how to conduct themselves appropriately in different environments. Knowing that students will exhibit age appropriate behavior, we endeavor to create a time and space for learning and growth when those behaviors are deemed unacceptable in our school community. Our Model of Care and disciplinary process both exist as strategic vehicles to teach and elicit appropriate behaviors while empowering students to make better decisions each and every day.

We believe that students will benefit from direct conversations about what is appropriate and expected and that with time they will meet those expectations. We hope that our students, even when making a poor decision, can correct their behavior, reflect and restore our community while continuing their education. Therefore, whenever possible, inappropriate behavior is addressed in the moment with the most natural and logical consequences that can be administered on campus. However, if a student is suspended from school there is a genuine and concerted effort made to ensure their educational progress is not unnecessarily interrupted. We aim to partner with students and families in order to keep our students in school and learning as much as possible.

The Discipline Code outlines specific consequences for rule violations. Level I and II violations are managed by staff supervising students at that moment whether in the classroom or in the dormitory. Level III to V violations are managed by the Director of Student Support Services and the Head of School. There is a sequence of consequences that correspond to the specific rule violation. The most serious rule violations (Levels III to V) will result in more serious consequences as outlined in this section.

### THE MODEL OF CARE

The Model of Care (MOC) is a strategic approach to creating a productive and cooperative climate for learning and it is how we govern the manner in which misbehavior is addressed. Here at SEED, correcting problem behaviors is a continuum of corrections with specific corrective strategies.

The continuum of correction includes 1) Ignoring the behavior 2) Non-Verbal prompts 3) Verbal prompts 4) Corrective strategies 5) Guided self-correction 6) Corrective teaching and 7) Office referral. Each element of the continuum makes use of de-escalation strategies that include cool-down time, reality statements, specific praise, coupling statements and empathy. If the student can be redirected during steps 1-6 and there is a change from inappropriate behavior, no additional steps are necessary. When a student on the other hand is unable to work through this process and the behavior does not stop or worse escalates, the student is referred to the Dean's Office or to an administrator where corrective teaching continues and could result in a consequence.

MOC is how we:

- consistently recognize and reward positive youth behavior when it occurs,
- correct inappropriate behavior in a positive way,
- actively teach youth social skills for academic and boarding programs as well as community life, and
- intervene during crises in ways that are non-punitive and mindful of a child's legal and ethical rights.



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT

We also use the MOC to analyze school culture and structure to:

- pinpoint obstacles,
- create new pathways,
- build upon existing structures, and
- create a solution-oriented environment and forward movement toward desired goals and outcomes.

The MOC empowers employees by:

- coaching and nurturing them to maximum personal and professional excellence;
- building relationships that foster a climate of learning;
- sharing responsibility across all aspects of the school in overseeing its implementation.

### COMPONENTS OF THE MODEL OF CARE

#### Student Centered

- Utilizing a repertoire of social skills a child develops over time that shapes how he or she functions in society.
- According to the model, the child is an active participant in the teaching and learning that occurs.
- The child learns positive behaviors and how to choose to use them in many different situations.
- This “empowerment,” or self-help, approach combines the active participation of the child with the active teaching of the parent or caretaker.
- The strength of this approach is that it teaches children pro-social skills and helps them build healthy relationships with others.

#### Character Outcomes

The moral compass that enables students to distinguish right from wrong, understand why it is important to do what is right, and make good choices in their thinking and behavior are identified at SEED as the Core Values (see above).

Youth Leadership Development: The attainment of social skills that allows a student to function and contribute in the daily lives of his peers, family, caretakers, and his community.

College Readiness: The presence of social skills behavior necessary for academic success such as time management and study habits included in the new H.A.L.L.S. framework.

Social Skills Instruction: Explicit and implicit instruction in H.A.L.L.S. & across the school in all programs.

Incentive Based Programs: Move from extrinsic to intrinsic motivation as student grows.

Data Driven Social Skill Instruction: Data gathered through observation guides the focus of taught skills.

Effective Staff Development Consultation: A process through which Direct Supervisors and assigned Train the Trainers (Coaches) share their expertise with their employees and colleagues and provide feedback, support, and assistance for the purpose of enhancing the SEED Model of Care.



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT *continued*

### RECOGNITION OF MODEL BEHAVIOR

Recognizing model behavior allows students to feel reaffirmed, confident, and successful and to serve as an example to others. These strategies may also lessen the instances of off-task or disruptive behavior.

<p>Recognition of model behavior may sound like:</p> <ul style="list-style-type: none"> <li>● Positive praise</li> <li>● A skill strength being issued by staff</li> <li>● A phone call home to a parent</li> <li>● A shout out at a community meeting</li> </ul>	<p>Recognition of model behavior may look like:</p> <ul style="list-style-type: none"> <li>● A high five</li> <li>● An award at an Honors Assembly</li> <li>● An “Amazing Referral” on the bulletin board</li> <li>● A sticker or note of commendation given by staff</li> <li>● Being named Student of the Month</li> <li>● Students using SEED Dollars to purchase items from the school store</li> <li>● A gift card, t-shirt, pencil, or other small token of recognition given at an assembly</li> </ul>
<p>Recognition of model behavior may include the following privileges:</p> <ul style="list-style-type: none"> <li>● Attending a field trip</li> <li>● Attending a dance, or desert and dance party</li> <li>● Leadership roles in the dorm or classroom</li> <li>● Being allowed to complete DEAR with soft music playing, or outdoors</li> <li>● Choice activity time during PE class or extended recess time</li> <li>● Lunch monitor of the day duty</li> <li>● Head of School for the Day participation</li> <li>● A dress down day</li> <li>● Attending the Honor Roll breakfast</li> <li>● SEED swag (jackets, ties, etc.)</li> </ul>	

### DISCIPLINARY LEVELS

There are five levels of disruptive behavior. Please note that should a disciplinary incident occur that is not listed, the Director of Student Support Services, along with other SEED administrators, will assign an appropriate disciplinary level and consequence to the behavior.

- Level 1: **Personal Success**
- Level 2: **Productivity of Others**
- Level 3: **Orderly School**
- Level 4: **Community Wellbeing**
- Level 5: **Campus Safety**



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT continued

### Level I: Personal Success

Level I behaviors disrupt the personal success of the student and orderly operation of the school.

- Failure to adhere to general transportation and school trip expectations
- Failure to adhere to the dress code
- Failing to complete and turn in assignments
- Failure to complete assignments during study hall/or scheduled time for reading
- Failure to follow dining routines
- Failure to follow instructions in class or other activity
- Failure to keep living area neat and orderly
- Not having appropriate equipment and materials
- Possession of unauthorized electronic devices on campus; i.e. cellphone, video game device
- Unauthorized eating in classroom, dorm room, or unauthorized space
- Use of disrespectful language (not directed at someone)

Range of Consequences: Redirection, Reflection, Call Home, Conference with Guardian, Peer or staff mediation, Early Lights-Out, or otherwise make-up missed learning time, Loss of Privileges, Community/Financial Restitution, Apology, Reflection Assignment, Confiscation of electrical devices, Reflection,, Student Improvement Plan, Temporary loss of transportation privileges.

\*The Director of Student Support Services or a school administrator may authorize use of a Level II corrective strategy for repeated, serious, or habitual Level I infractions.

Staff Oversight: Student Life Counselors, Social Workers, Resident Advisors, Teachers, Director of Student Support, Director of Student Life, Principal, Head of School



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT continued

### Level II: Productivity of Others

Level II behaviors significantly disrupt the learning of the student and/or others.

- Being out of seat without permission
- Defacement/destruction of property (minor vandalism)
- Defiance
- Failure to complete assigned Level I or Level II consequences
- Fighting (minor)
  - A minor fight is categorized as one in which there is no injury to those involved, and/or the degree of physical contact is minimal. The Director of Student Support Services, Director of Student Life, Principal, or Head of School will determine whether a fight is deemed minor.
- Horseplay—hitting, grabbing, shoving, poking, tapping, chasing
- Improper use of school equipment or materials
- Inappropriate campus phone usage (using phone outside of authorized time or without supervision)
- Inappropriate use of handheld devices that may serve as a distraction to learning or scheduled programs (music, Kindle, etc.)
- Instigative behavior
- Profanity and abusive language towards others (including “put-downs”, “joning”, “ranking”, derogatory remarks, sexually explicit remarks)
- Running in hallways, classroom, dormitory, or other community spaces
- Slander
- Sleeping during class, study hall, or scheduled activity
- Solicitation (selling unauthorized items—e.g. snacks—at school)
- Truancy and excessive tardiness (3 times, more than 5 minutes late) for class, morning or evening routines, activities, breakfast, etc.

Range of Consequences: Redirection, Reflection, Call Home, Lunch Reflection or otherwise make-up missed learning time, Parent Conference, Parent Shadow, Mediation, Participation in Counseling Session related to the Infraction, Referral to Outside Agency, Behavior Contract, or any other Level I consequence.

\* The Director of Student Support Services or a school administrator may authorize use of a Level III corrective strategy for repeated, serious, or habitual Level II infractions.

Staff Oversight: Student Life Counselors, Social Workers, Resident Advisors, Teachers, Director of Student Support, Director of Student Life, Principal, Head of School



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT continued

### Level III: Orderly School

Level III behaviors are offensive to others, may damage property, cause serious disruptions to the learning environment, or prevent the orderly operation of the school.

- Being in an unauthorized location
- Defacement/destruction of property (significant graffiti or vandalism when damage is under \$300)
- Defiance/insubordination (refusal to follow instructions after multiple redirections)
- Documentation of a repeated pattern of violating Level I or II (3x within a month)
- Failure to complete assigned Level II or Level III consequences
- Failure to follow routines that endanger the safety of self and/or the safety of others (staff, students, parents)
- Failure to report a violation of the SEED Code of Conduct
- Failure to report to the assigned location, school event, etc.
- Fighting (serious)
  - A serious fight is categorized as one in which students suffer injury and/or there is a significant degree of physical contact. The Director of Student Support Services, Director of Student Life, Principal, or Head of School will determine whether a fight is deemed serious.
- Filing false reports or accusations—being untruthful
- Forgery of documentation
- Harassment of any kind, including bullying via text messaging, Facebook, Twitter or any other form of social media, or using language meant to threaten or intimidate
- Hazing of any kind that causes risk of serious bodily injury or death (misdemeanor)
- Improper use of school equipment or materials to include furniture, walls, bathrooms, locker rooms, etc. when damage is \$500 or less
- Inappropriate display of affection (kissing, hugging, groping)
- Inappropriate/inadequate participation in school activities (i.e., off-campus outings, weekend enrichment opportunities connected to the SEED School)
- Leaving school grounds without permission
- Possession of a prohibited item
- Possession of a Simulated Weapon
- Possession of drug paraphernalia
- Possession of matches, lighters, fireworks, or any other fire-starting agents
- Possession of or displaying inappropriate music, videos, images, posters, magazines (images or music that includes profanity, nudity, or derogatory language)
- Possession or use of a small amount of drugs or controlled substances
- Sexting I (Overt or Suggestive): A personal, 1 to 1 student exposure/transmission which is not coerced and not intended for redistribution
- Sexual advances, remarks or gestures towards another person
- Theft and/or possession of stolen property with a value of \$250 or less.
- Throwing items in class, dorm, or community setting
- Violations of the computer and network Acceptable Use Policy

Range of Consequences: Suspension from school for 1 - 5 days, Reflection Meeting, Discipline Review Meeting (DRM), Self-Efficacy Agreement (SEA), Removal from Activity or Class, Recommendation for Expulsion, Recommendation for Alternative Educational Setting, or any other Level I or Level II consequence.

\* The Director of Student Support Services, Principal, Director of Student or Head of School may authorize use of a Level IV corrective strategy for repeated, serious, or habitual Level III infractions.

Staff Oversight: Student Life Counselors, Social Workers, Resident Advisors, Teachers, Director of Student Support, Director of Student Life, Principal, Head of School





## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT *continued*

### Level IV: Community Wellbeing

Level IV behaviors are serious acts of unacceptable behaviors that endanger the wellbeing of others in the community.

- Battery or threat against a Non-Staff Member
- Defacement/destruction of property (graffiti or vandalism); improper use of school equipment or materials to include furniture, walls, bathrooms, locker rooms, etc. when damage is greater than \$300.
- Gambling
- Hate Crime
- Hazing that results in serious bodily injury (felony)
- Knowledge of or involvement in arson
- Motor Vehicle Theft
- Possession or distribution of prescription or over-the-counter medication
- Possession or use of a weapon (not limited to the following: air rifle, starter/pellet pistol, blackjack, knife, gun, explosive devices, or any weapon that can be used to inflict serious bodily harm)
- Possession, sale, distribution, or use of tobacco
- Sale or distribution of drugs, alcohol, controlled substances, or possession of quantities that indicate an intention to sell or distribute.
- Setting off a fire alarm or fire extinguisher without cause or otherwise making a false alarm
- Theft and/or possession of stolen property in excess of \$300.
- Possession, sale, distribution or use of alcohol
- Sexting III: Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual

*Infractions involving the possession of a gun will result in a recommendation for expulsion from The SEED School of Los Angeles County in accordance with The Gun Free Schools Act.*

Range of Consequences: Short-term or long-term Suspension with Reflection Meeting, Short-term or long-term suspension and a Discipline Review Meeting, Short-term or Long-term Suspension with a Self-Efficacy Agreement, Recommendation for expulsion with appropriate rights of due process and appeal. The Head of School may authorize the use of Level V corrective strategy for repeated, serious, or habitual Level IV violations.

*\*The SEED School must report Level V incidents to various authorities including but not limited to the Los Angeles County - Police Department, Colleges/Universities & Los Angeles County Office of Education (LAGOE).*

Staff Oversight: Student Life Counselors, Social Workers, Resident Advisors, Teachers, Director of Student Support, Director of Student Life, Principal, Head of School



## THE SEED SCHOOL OF LOS ANGELES COUNTY CODE OF CONDUCT continued

### Level V: Campus Safety

Level V behaviors are the most serious acts of misconduct and threaten the safety and lives of others.

- Aggravated Assault
- Aggravated battery against a non-staff member
- Assault or threat against a SEED staff member or a non-staff member
- Battery or Aggravated Battery against a SEED staff member
- False report or threat against the School\*\*
- Sexting III: Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual
- \* *Felony offenses (including but not limited to kidnapping, arson, armed robbery, homicide, or any other) are considered Level V offenses and will result in reporting to LAPD.*

Range of Consequences: Parent/Guardian Contact, Participation in Counseling Session related to the Infraction, Recommendation for Expulsion, Referral to outside agency or Provider, Suspension from School for up to 5 days, or any other consequence.

\*\*The student may be recommended for expulsion.

\**The SEED School must report Level V incidents to various authorities including but not limited to the Los Angeles County - Police Department, Colleges/Universities & Los Angeles County Office of Education (LACOE).*

Staff Oversight: Student Life Counselors, Social Workers, Resident Advisors, Teachers, Director of Student Support, Director of Student Life, Principal, Head of School



## CONTINUUM OF CONSEQUENCES

Disciplinary Responses are divided into classroom-managed by the Director of Student Support Services. Administrator managed responses are reserved for the most serious behavior infraction. The majority of behavior infractions are expected to be classroom/dormitory-managed. The SEED School of Los Angeles County staff and faculty members are responsible for encouraging positive behavior and for responding to infractions of school rules. The faculty member who has oversight in responding to a particular infraction of the disciplinary code will follow a specific sequence of interventions and consequences to address the infraction. This provides the type of consistency that helps with learning self-management skills. Students will know exactly what to expect if there is a rule infraction and faculty members will administer this sequence when there is an infraction of the Disciplinary Code.

### I. CLASSROOM/DORMITORY MANAGED RESPONSES REDIRECTION

Student misbehavior is initially responded to by a corrective strategy from a faculty member. Faculty may use the following Model of Care Strategies – Ignore, Non-Verbal Prompts, Verbal Prompts, Corrective Strategies, Guided Self Correction and Corrective Teaching. This corrective strategy communicates that a student's behavior is inappropriate and provides fair warning to alter the behavior or face more consequences. Adults will also document the need to redirect on the student's Kickboard profile.

#### REFLECTION

When a student has been given a reasonable number of redirections, the faculty has used corrective teaching strategies and their behavior continues to be an infraction of the code of conduct, they will be assigned "Reflection." During Reflection the student may be asked to stay in a designated space. Students are expected to stay attentive to class discussions/lectures/presentations and are responsible for all assigned work. When the student has reflected and is able to self-manage behavior, then she or he will be invited once again to participate in class. Students sent to Reflection are expected to "reflect" about their behavior and to identify what they need to do to behave in a way that is more in accordance with SEED's core values. To facilitate this process, students may be asked to complete a "My Action Plan" The MAP asks students to identify their infraction, things they will do to improve their behavior, and to identify ways that adults can help them be successful going forward. Students are expected to turn in a completed MAP to the faculty member. MAPs will be reviewed by the faculty member, and/or the Director of Student Support Services Office if the student is removed from class or an activity due to an unsuccessful reflection). Depending on the infraction, a student-faculty meeting may be initiated to address the issue or conflict. Students who repeatedly need time for reflection may receive additional consequences, such as loss of basic privileges.

During Student Life activities, students will complete their MAP during or after the activity, depending on the activity. In certain situations (such as an off-campus activity) it may be impossible to have a student sit in a designated area. In this situation, student life faculty may provide the student with an alternate reflection activity or may refer them to reflection upon return to campus. Please note that the frequency and severity of behavioral infractions will be considered when assigning consequences.

### II. DIRECTOR OF STUDENT SUPPORT SERVICES RESPONSES REFERRAL

A student receives an Office Referral for the following reasons: Serious misbehavior or school rule infraction, Behavior escalation in response to correction, and repeated inappropriate behavior over time. Students and staff are required to complete an office referral. Upon request, a parent/guardian may request a copy of their child's referral.



## CONTINUUM OF CONSEQUENCES *continued*

### CONFERENCE

This is a meeting between the student and Dean. During the meeting, the student is provided the opportunity to talk about what happened. The Dean issues consequences and prepares the student to develop an apology. The Assistant Dean also prepares the teacher to accept the student's apology and to return to class and/or activity.

### REFLECTION ASSIGNMENT

A written exercise given to a student to reflect upon their behavior.

### COMMUNICATION WITH PARENT/GUARDIAN

A method used to inform the parent/guardian of the child's behavior and range of interventions administered i.e. phone call home, written documentation or schedule conference if necessary.

### COMMUNITY RESTITUTION OR FINANCIAL REIMBURSEMENT

A social or financial repayment for violation of school rules and/or property.

### APOLOGY (PUBLIC OR PRIVATE)

An apology is used as a means of returning to class and/or an activity as soon as possible. Everyone has a role – Administrator, Student and Teacher.

### FOCUS GROUP

A group designed by the Assistant Deans of School Culture & Climate to focus on a particular topic (i.e. Time Management to improve tardiness).

### BEHAVIOR CONTRACT/SUCCESS PLAN

A plan between the Assistant Deans of School Culture & Climate and the student that outlines social skills training and social competence for future ability to perform a given task or set of tasks in a way that is deemed acceptable by others.

### MEDIA RESOURCES

Library media resources are used to teach social skills training and social competence for a particular topic.

### DENIAL OF TRANSPORTATION PRIVILEGES

Students can be denied the privilege of riding a school bus or van for persistent or serious violations of the Code of Student Conduct that occur on the van. The revocation of a student's van privilege may or may not impact the student's educational participation. Such action may be taken by the Director of Student Support Services or Head of School, who subsequently informs the student and parent/guardian of the denial of bus privileges and requests a parent/guardian conference. Such privileges may be restored by the Director of Student Support Services or the Head of School following a conference with the parent/guardian and student when there is good reason to believe that the conduct in question will not recur.



## CONTINUUM OF CONSEQUENCES *continued*

### CONTINUUM OF CONSEQUENCES FOR TRANSPORTATION-RELATED INFRACTIONS:

1<sup>st</sup> Offense: Written warning provided to parent and student

2<sup>nd</sup> Offense: Parent provides transportation one-way for specified time

3<sup>rd</sup> Offense: Total revocation of transportation privileges

### LOSS OF PRIVILEGES

The SEED School of Los Angeles County offers students many privileges that can be taken away as a consequence for poor behavior. A loss of privileges may include a decrease in phone time, being omitted from a social activity (e.g. a dance or off-campus event), an earlier bedtime, or bedroom restrictions.

### PEER MEDIATION

The Director of Student Support Services may establish a peer mediation program designed to resolve problems addressed in the Code of Student Conduct. The establishment and use of this program is solely within the Head of School's discretion.

### BEHAVIOR REFLECTION

The Director of Student Support Services or an administrator may assign students to behavior reflection for behavior challenges, tardiness, or incomplete work. Parents will be informed of a child's behavior reflection record and of office referrals upon request or during occasional calls/ letters, but families may not receive daily contact about reflection. Reflection is assigned by an Administrator. During reflection, students will be required to complete a reflective assignment. Student's assigned behavior reflection may also be required to have a meeting with an administrator and/or other staff to resolve behavioral challenges. Students are expected to use behavior reflection time constructively (sleeping is not allowed). Students will be given the opportunity to process the incident using corrective teaching strategies and/or guidance reflection, complete missed assignments, etc. It is the student's responsibility to attend behavior reflection prepared and on time, when assigned. Students who receive excessive behavior reflections or fail to attend reflection will have further consequences.

### SUSPENSION

To create and maintain a safe, supportive, fair and reliable school community and culture, The SEED School of Los Angeles County may suspend students from school only when there are serious rule infractions. A student may be suspended for one to five days according to the listed infractions in the Disciplinary Code; suspensions must be approved by a school administrator. In all cases, parents or guardians will be informed of a suspension in writing and will be required to attend a Reflection and/or Dismissal Meeting to address it. Students may also be placed on disciplinary status. A second suspension may result in an increase in a student's disciplinary status.



## CONTINUUM OF CONSEQUENCES *continued*

THE SEED SCHOOL OF Los Angeles County SUSPENSION PROCESS	
1	Administrator assigns a suspension. This may be the Director of Student Support Services, Director of Student Life, the Principal, and the Head of School for longer suspensions (more than 3 days).
2	Administration makes a phone call to the student’s parent/guardian to notify them of the suspension and request a suspension conference. The parent/guardian must pick up the student from school within 2 hours of the suspension.
3	The student’s parent/guardian is issued an official suspension letter that details when the student should return to campus for a Reflection and/or Dismissal Meeting.
4	The student, the parent/guardian of the student, and a SEED administrator participate in a Reflection and/or Dismissal Meeting before the student returns to the SEED community or is dismissed. This meeting takes place with a school administrator.
5	During suspension the student may not return to the school for any activities and/or events.

Student suspensions will be documented and included in their academic transcript. The transcript will be forwarded to any school to which the student may transfer and/or colleges to which they apply (if requested). When the student returns to school following a suspension, they must attend a Reflection Meeting with their parent/guardian and SEED administrator(s). The parent/guardian and student must also attend scheduled intervention workshops and/or other conferences as deemed by a Self-Efficacy Agreement. SEA’s may be created and monitored by the Director of Student Support Services.

### SELF-EFFICACY AGREEMENT

The Director of Student Support Services may establish a Self-Efficacy Agreement (SEA) upon student’s return to the SEED School Los Angeles County community. The purpose of this agreement is to create a support system that will monitor and develop the student’s personal work towards self-mastery. We firmly believe each student has the innate ability to change the negative habits that interfere with their success. The parent and student must adhere to the expectations set forth in the SEA so as to promote the student’s academic, social and emotional success.

### TEMPORARY LEAVE FROM THE SEED SCHOOL OF LOS ANGELES COUNTY COMMUNITY

As discipline is the primary responsibility of the parent, in certain instances, a student’s misconduct may require that they be separated from our community for a term determined by the Principal, the Director of Student Support Services, the Director of Student Life, and/or the Head of School. In such cases, the incident and disciplinary response are documented but not included in the student’s permanent record. When the student returns, they must attend a Reflection Meeting with their parent/guardian and Dean or School Administrator.



## CONTINUUM OF CONSEQUENCES *continued*

### DISCIPLINARY INTERVENTION

The student may not participate in student activities including, but not limited to, SPARKS!, athletic teams, the Student Government, SEED ambassadors, and may be barred from special programs, activities, and privileges (i.e., field trips, dances, downtime activities, etc.) at the discretion of the Director of Student Support Services. All students on disciplinary intervention are required to comply with a contract agreed upon by the student, parent/guardian and Head of School. Should their behavior improve, the Director of Student Support Services may remove their discipline intervention status. Should the student's misconduct continue, the student may be recommended for dismissal.

### RECOMMENDATION FOR DISMISSAL FROM SEED

In the event that a student violates the Student Code of Conduct at a Level 3 or above, the student may be recommended for Dismissal from SEED's program, in addition to suspension. This meeting will take place during the student's suspension with the Director of Student Support Services and one other administrator. The decision to dismiss or permit the student to remain within the SEED community (with or without conditions) will be communicated within one business day of the meeting. In the event that the decision is made for the student to be dismissed from the SEED community, the student's guardian has 48- hours to schedule an appeal meeting with the the Head of School. The Head of School will honor all appeals by meeting with the student and parent/guardian. If the decision is not appealed, the decision for dismissal is finalized. The parent/guardian will be able to make arrangements with the Director of Student Life to pick up the student's belongings. Students who are dismissed are NOT eligible for summer opportunities.

### CONDITIONAL RETURN TO SCHOOL FAMILY CONTRACT

Upon the Head of School's hearing the dismissal appeal of a student and his/her decision to have the student return to The SEED School Los Angeles County community, the Head of School will elect to have the student and parent enter into a binding family contract. This contract will set forth specific expectations including but not limited to increased parent shadowing, parent meeting attendance, SEA, participation in mental health counseling, targeted social skills instruction at tier 2 and tier 3 interventions, etc.

### RECOMMENDATION FOR EXPULSION FROM THE SEED SCHOOL OF LOS ANGELES COUNTY

The Principal or designee may request that the Head of Schools recommend to the School Board that a student be expelled. She/he may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation. Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process, including a formal hearing.

### PARENT APPEAL PROCESS FOR DISCIPLINARY DECISIONS

The SEED School of Los Angeles County's protocol for managing disciplinary issues is as follows. Whenever possible, students will be redirected by the staff member working with them at that time. When the behavior fits the description of a Level III to V infraction, the student will receive a referral. The referral process includes written documentation of the incident, documentation of the incident in our electronic database, and a consequence designed to respond to the behavior.





## CONTINUUM OF CONSEQUENCES *continued*

When a referral is written for an incident that involves safety, an incident report is written by student(s) and staff with the most knowledge about the incident. Based on information collected a consequence or disciplinary action is determined.

When a parent/guardian disagrees with a disciplinary decision the following steps should be taken:

- Follow SEED's protocol and consequence structure (if your child has been suspended, pick them up, sign necessary documents, attend the Reflection Meeting, etc.).
- In writing, document your concerns about the incident and address them to the Director of Student Support Services. You will be contacted within 48 hours of your submission.
- If you remain dissatisfied with the response to your written appeal, you may request a meeting with the Head of School by contacting her office.
- Once the meeting is scheduled all relevant documentation (including but not limited to student's behavior record, academic record, referrals and the parent's letter stating their specific concerns) will be forwarded and reviewed by the Head of School.
- If after taking these steps you remain dissatisfied, you should contact the Chair of The SEED School of Los Angeles County's Board of Trustees.

\*Please note that all behaviors in the Level V category compromise a safe environment for all members of the SEED community and are taken very seriously. Any student(s) involved in or having knowledge of these behaviors will be assigned serious consequences of suspension or recommendation for dismissal.

### SEARCHING STUDENT PROPERTY

School administration may search a student's person or property, with or without the student's consent whenever they reasonably suspect that there has been a violation of law, or school rules. This includes lockers, dorm rooms, bags, and other spaces and materials brought on to campus by a student or in their possession. Additionally, as a boarding school, The SEED School of Los Angeles County may conduct periodic health and safety inspections to ensure the safety of students and staff.

### OFF-CAMPUS CONDUCT POLICY

In instances of misconduct off-campus, The SEED School of Los Angeles County will address incidents that occur during or as a part of SEED programming. This may include travel to and from school, field trips, inappropriate technology usage, and/or other circumstances that interfere with student safety and learning.

### BULLY PREVENTION PROTOCOL & POLICY

It is the policy of The SEED School of Los Angeles County to promote a safe and nurturing environment free from bullying and harassment. Bullying means systematically and chronically, inflicting hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gestures by an adult, or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliations; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.





### CONTINUUM OF CONSEQUENCES *continued*

At SEED, we have an established protocol around bullying and bully-like behavior (excessive or playful teasing, and horse-playing towards a specific person). Our protocol includes the following steps:

- When a situation that looks like or is bullying occurs on our campus, we do our best to determine if the behavior has happened more than once, if someone has been emotionally or physically hurt and if the students were able to defend him or herself.
- Students who have experienced bullying will have immediate access to a counselor.
- Students engaged in bullying or bully-like behavior (excessive teasing, playful teasing, and horse playing towards a specific person) will be suspended 1 day for the first referral, and two (2) days for the second referral. If this same student receives a third referral for bullying he/she will be automatically suspended for three (3) days and their Reflection Meeting (with the Head of School and Director of Student Support Services) which could lead to a recommendation for dismissal.
- Students are expected to report rumors of bullying, planned bullying, as well as bullying actually observed. Students who watch and laugh, as well as those who watch but do not report what they have witnessed, are considered bystanders and will be treated as participants.
- We have a responsibility to keep students safe and provide the best environment possible for learning. We hope that you will continue to partner with us by:
  - Discussing this important issue with your child
  - Communicating with an Administrator if you suspect that your child is participating in or is the victim of bullying or bully-like behavior (excessive teasing, playful teasing, and horse playing towards a specific person)

#### BYSTANDER POLICY

The SEED School of Los Angeles County defines bystanders as those who observe or have knowledge of a level 3 to 5 violation without alerting or seeking support from a school staff member. This may include instances of bullying, fighting, theft, or arson.

#### INCIDENT REPORTING

The safety and well-being of our community members is top priority. Students are strongly encouraged to speak up when they see or hear of something that may jeopardize his/her or others' safety and well-being. Students have access to a confidential incident reporting form to document any concerns. Incident reports can be submitted to any SEED staff member.

#### THE SEED SCHOOL OF LOS ANGELES COUNTY DRESS CODE

Unless notified of a dress down day, The SEED School of Los Angeles County students must wear the appropriate school uniform every day of the week. Upon check-in on Sundays, students will be required to show their Student Life Counselor that they have all appropriate uniform items for the week. Should a student forget an item, the parent will be notified to bring the item to the school, and a consequence may be issued.

#### STUDENT CELL PHONE & WIRELESS DEVICE POLICY

The SEED Los Angeles County students are permitted to have cell phones on campus per the High School Cell Phone Policy. The SEED School of Los Angeles County reserves the right to implement further disciplinary action per the Student Code of Conduct when deemed necessary regarding cell phones.



## CONTINUUM OF CONSEQUENCES *continued*

*The SEED School of Los Angeles County is not responsible for phones or other personal devices damaged, lost, or stolen on campus.*

### STUDENT TOBACCO, DRUG & ALCOHOL USE POLICY

The purpose of this policy is to maintain an alcohol-free and drug-free student environment. It is contrary to school policy to passively tolerate the use of tobacco, alcohol, drugs, or other controlled substances. The school's approach to student use of such substances is a combination of prevention, treatment, and disciplinary interventions. The phrase "tobacco, alcohol, drugs, and other controlled substances," includes, but is not limited to, the following, in any form:

- Commercial-sale tobacco; alcohol, and alcohol-containing beverages; inhalants (such as gases, solvents, and adhesives); mood-altering substances; marijuana and its derivatives; cocaine, crack cocaine and its derivatives; LSD and other hallucinogenic drugs; PCP; amphetamines and amphetamine-like compounds; heroin; methadone; scheduled narcotics; anabolic steroids; herbs, herbal/natural stimulants; designer drugs and look-alike products and drug paraphernalia.

A student may not possess, use, reproduce, sell, distribute or have knowledge of alcohol, drugs, or other controlled substances. The SEED School of Los Angeles County reserves the right to test students for suspected drug use. The parent/guardian will be notified of the test and the results by the Director of Student Support Services and/or a school administrator. The only exception is for medication dispensed by the School Nurse, with appropriate documentation on file. A student may not possess, use, or share a prescription medication or over-the-counter preparation without the approval of the Head of School. A student may not use a prescription or over-the-counter prescription inappropriately or illegally. A student may not violate district or federal laws regarding alcohol, drugs, or other controlled substances. A student determined to have sold, delivered, distributed or have knowledge of alcohol, drugs, or other controlled substances for the purpose of drug use, as a result of an internal investigation, will result in immediate recommendation for dismissal from The SEED School Los Angeles County. All other violations of this policy will result in some disciplinary action and/or intervention after review by the Director of Student Support Services, up to and including dismissal. This policy applies to all students at all times in all settings, including but not limited to, school buildings, on school property and grounds, in school-owned vehicles, and at school-sponsored events regardless of location.

### Independent Study Policy

The SEED School of Los Angeles County may offer independent study to meet the educational needs of students enrolled at the school. Independent study is an alternative education designed to teach the knowledge and skills of the grade-level core curriculum. The SEED School of Los Angeles County shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees. Students who voluntarily choose to enroll in The SEED School of Los Angeles County's independent study program have the alternative option of attending a classroom-based instructional program in a school of their district of residence or potentially at The SEED School of Los Angeles County subject to capacity.



## CONTINUUM OF CONSEQUENCES *continued*

These independent study policies have been established by The SEED School of Los Angeles County in alignment with Education Code 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021), and adopted pursuant to Education Code 51747 and 5 C.C.R. 11701. The following written policies have been adopted by the Board for implementation at The SEED School of Los Angeles County and are effective as of the start of the 2022-23 school year:

1. The Principal or designee is responsible for managing the independent study program, which includes reviewing and granting requests for independent study for The SEED School of Los Angeles County students. The Principal or designee will determine if a student qualifies for independent study based on criteria including the below:
  - a. Experienced certificated staff are available to effectively supervise students in independent study;
  - b. Ensuring the enrollment does not result in noncompliance with independent study ADA requirements (e.g., ADA-to-Certificated Teacher Ratio per Education Code 51745.6; ensuring 80% of ADA generated by the SEED School of Los Angeles County is from classroom-based instruction per Education Code 47612.5; etc.).
  - c. No individual with exceptional needs, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program (“IEP”) specifically provides for such participation.
  - d. No student that is referred or assigned to a The SEED School of Los Angeles County pursuant to Education Code 48915 or Education Code 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study.
  - e. In accordance with Education Code 51747.3(b), students enrolling in the independent study program must be residents of Los Angeles County or an adjacent county.

The Principal or designee is responsible for establishing the number of available seats for short-term and full-time independent study and must consider the independent study ADA requirements (see Section 1(b)) in making these determinations. The Head of School or designee may consider factors under Section 1(a)-(e) and other factors in determining the total number of full-time independent study seats and enrollment eligibility.

2. For students in all grade levels offered by The SEED School of Los Angeles County, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days. (Education Code 51747(a).)
3. When any student fails to complete three (3) assignments during any period of twenty (20) school days, or fails to make satisfactory educational progress (defined below in Section 4), the school will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student’s permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (Education Code 51747(b).) The SEED School of Los Angeles County schools may disenroll students who accrue ten (10) unexcused absences due to failure to turn in assignments.
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP. The Principal or designee is responsible for making this determination based on all of the following indicators:



### CONTINUUM OF CONSEQUENCES *continued*

- a. The student’s achievement and engagement in the independent study program, as indicated by the student’s performance on student-level measures of student achievement and student engagement set forth in Education Code 52060(d)(4)-(5).
  - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.
  - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code 51747(b)(2).)
5. The school will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by a The SEED School of Los Angeles County for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code § 51747(c).) To support student’s needs in the area of English Development The SEED School of Los Angeles County will provide support (academic and other) through targeted instruction and intervention via a digital curriculum focused on language development, teacher use of specially designed academic instruction in English (SDAIE), and consultation (as necessary) with specialists regarding language development.
6. For students who participate in independent study at The SEED School of Los Angeles County for at least fifteen (15) school days per year:

6.1. If a student does not generate attendance for more than three school days or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, The SEED School of Los Angeles County shall:

- Verify current contact information for each enrolled student;
- Notify parents or guardians of lack of participation within one school day of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student’s needs for reengagement; and
- If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being. (Education Code 51747(d).)

6.2 Based on each student’s grade level, their assigned teacher of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC 51747(e).)

“Live interaction” means interaction between the student and The SEED School of Los Angeles County school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.



## CONTINUUM OF CONSEQUENCES *continued*

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher of record, and involving live two-way communication. (EC 51745.5.)

For students in grades 9-12, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. The school will document each student’s participation in live interaction and synchronous instruction on each schoolday, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a schoolday will be documented as nonparticipatory for that schoolday. (Education Code 51747.5(c).)

The SEED School of Los Angeles County will document each student’s participation in live interaction and synchronous instruction on each schoolday, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a schoolday will be documented as nonparticipatory for that schoolday. (Education Code 51747.5(c).)

6.3 A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to Principal or designee or their assigned teacher of record. If there is capacity in the school’s in-person program at the student’s grade level, the school will transition the student within five schooldays. If there is not capacity in the school’s in-person program at the student’s grade level, the school will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student’s educational records within five schooldays, and offer the student an opportunity to join the school’s waitlist. (Education Code 51747(f).)

7. A current written agreement shall be maintained on file for each student participating in independent at The SEED School of Los Angeles County. The independent study agreement for a student must require and cover a study plan that represents the same amount of study that would be required of a student in the classroom. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Also each agreement shall include, but is not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a student’s assignments and for reporting his or her progress.
  - b. The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
  - c. The specific resources, including materials and personnel that will be made available to the student.
  - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student’s assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including beginning and ending dates for the student’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one- half year for a school on a year-round calendar.



### CONTINUUM OF CONSEQUENCES *continued*

- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
  - g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
  - h. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
  - i. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
  - j. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code 51747(g).)
8. The SEED School of Los Angeles County will comply with the written independent study agreement signature requirements set forth in Education Code 51747(g)(9), including:
- a. Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
  - b. Before signing a written agreement, and upon the request of the parent or guardian of a student, the school will conduct a phone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code 51747(h)(2).)





### CONTINUUM OF CONSEQUENCES *continued*

9. Family Rights and Responsibilities: The independent study program entails a commitment by the parent/guardian and the student. Families participating in independent study agree to:
  - a. Support the student, including by monitoring the student's progress in the independent study program and helping the student track important deadlines (e.g., assignment deadlines).
  - b. Complete the independent study agreement.
  - c. Participate in any interventions recommended by the school to promote academic success.
10. Supervising Teacher Responsibilities:
  - a. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated The SEED School of Los Angeles County employee. (Education Code 51747.5.)
  - b. Principal or designee shall oversee the teacher(s) who directly supervise independent study on a regular basis and ensure that the teacher(s):
  - c. Complete designated portions of the independent study agreement and add additional information to the agreement when appropriate.
    - i. Supervise and approve coursework.
    - ii. Design/identify curriculum objectives.
    - iii. Communicate with students as required by the independent study agreement.
    - iv. Assess all work that students are required to submit to the teacher.
    - v. Personally judge the time value of assigned work or work products completed and submitted by the student.
    - vi. Select and save with each independent study agreement, representative samples of the student's completed and evaluated assignments.
    - vii. Maintain any required records and files on a current basis.
    - viii. When appropriate, determine and assign grades or other approved measures of achievement.
11. The SEED School of Los Angeles County Administrative Responsibilities:
  - a. The SEED School of Los Angeles County will not provide independent study students and parents/guardians with funds or items of value that are not provided for other students and parents/guardians. (Education Code 51747.3(a).)
  - b. The SEED School of Los Angeles County may claim apportionment credit for independent study only to the extent of the time value of student or student work products, as personally judged in each instance by a certificated teacher. (Education Code 51747.5(b).)
  - c. The SEED School of Los Angeles County will maintain records of the independent study program as required by law. School records maintained by The SEED School of Los Angeles County shall identify all students participating in its independent study program and shall specify the grade level in which each of these students is enrolled.
  - d. The SEED School of Los Angeles County will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student's participation in live interaction and synchronous instruction as described above in Section 6.2. (Education Code 51747.5(c)-(d).)
  - e. Records of the independent study program shall be maintained for audit purposes and shall include the following:



### CONTINUUM OF CONSEQUENCES *continued*

- i. A copy of the Board policy and procedures related to independent study.
  - ii. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their independent study agreements.
  - iii. A file of all independent study agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
  - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals. (5 C.C.R. 11703.)
12. The SEED School of Los Angeles County shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School’s Act and the State Board of Education regulations adopted there under.
  13. No student who qualifies for special education services under the Individuals with Disabilities in Education Act (“IDEA”) shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan (“IEP”).
  14. The Principal will comply with all applicable law regarding independent study, including ADA-to-certificated employee ratio requirements and course-based independent study requirements (if applicable). (EC 51745 et seq.; 5 C.C.R. 11700 et seq.)





## THREAT ASSESSMENT PROTOCOL

The SEED School of Los Angeles County employees are expected to:

- Report any suspected threats to the site administrator or designee immediately or as soon as possible.
- Cooperate in the investigation of complaints by providing relevant information.

The SEED School of Los Angeles County Administrator/Designee must:

1. Establish a safe and respectful school environment.
2. Establish a multi-disciplinary school site threat assessment team

### III. PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at The SEED of Los Angeles County and school-related activities and in all areas within The SEED School of Los Angeles County's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

#### A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.
2. Notify campus security
3. Secure site and/or implement lockdown, if necessary.
4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization.
5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.

#### B. Notify

1. Head of School
2. The SEED School of Los Angeles County administrators, as appropriate
3. Begin to document the incident by creating an incident report

#### C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incidents
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of The SEED School of Los Angeles County computers and property (e.g., desks, books, lockers, dorm), as applicable, if reasonable suspicion exists for an administrative search



### THREAT ASSESSMENT PROTOCOL *continued*

8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings) The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

#### D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., Social Worker, School Psychologist.). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting. Critical roles of effective teams include:

1. Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
2. Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
3. Coordination of services for prevention, early identification, and interventions.
4. Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).
5. Consultation with other resources

#### E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the information learned during the investigation and all other relevant information:
  - a. Low Risk - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
  - b. Moderate Risk - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
  - c. High Risk - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Suspected Child Abuse If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the Los Angeles County Department of Children and Family Services at (800) 540-4000. This report should include information about the student's suicide risk.



## THREAT ASSESSMENT PROTOCOL *continued*

### G. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated the threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.

### H. Additional Actions Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
  - a. Call the Los Angeles School Police Department or local law enforcement.
  - b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
2. Disciplinary Action
  - a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
  - b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
3. Mental Health Evaluation
  - a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.
    - i. Determine the level of risk. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771
    - ii. Supervise and monitor the student until appropriate assistance arrives.
    - iii. The SEED School of Los Angeles County employees should not transport students exhibiting the behaviors noted above.
  - b. Contact law enforcement to conduct a welfare check, as appropriate.