



2022 - 2023
Student & Family
Handbook

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WELCOME TO THE HELP GROUP'S NORTH HILLS PREP!

This handbook is designed to provide helpful information so you can make the best of what The Help Group's North Hills Prep has to offer. We suggest that each student – and their family – review it together.

The Help Group's North Hills Prep is a therapeutic school, which places as much emphasis on psychological and interpersonal growth as we do on academic achievement. Our goal is for every student to be successful both inside and outside of the classroom, within their families, within the community, and in the future. The handbook outlines the school culture and rules and strategies in place to encourage success and address need. In addition, it points you in the direction of specific personnel who can be helpful to you.

Thank you for choosing North Hills Prep as your school. We look forward to a successful collaboration between student, family, and school.



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The Help Group's NORTH HILLS PREP SCHOOL PROFILE

The Help Group's North Hills Prep (NHP), fully accredited by the Western Association of Schools and Colleges (WASC), is a therapeutic school serving special education students grades 1-12 with social, emotional, and behavioral challenges. Using a humanistic, relationship-centered approach built on Dr. Bruce Perry's evidence-based Neurosequential Model of Education, NHP teachers, therapists, administrators, and support staff form rich connections with students that provide a crucible for developing important self-awareness and interpersonal skills. Concurrently, academic development is made enjoyable with challenging curriculum, lively discussions, and an emphasis on Project-Based Learning (PBL).

NHP serves students with eligibilities of Emotional Disturbance, Specific Learning Disability, Other Health Impaired, and Autism. NHP recognizes students' unique capabilities and encourages them to explore their varied interests. Teachers, parents, and administrators work together to inspire students to be caring, informed, prepared, and well-balanced young adults with 21st century skills such as communication, collaboration, and critical-thinking. NHP's "student learner outcomes" – Capable, Confident, Responsible – highlight development in the cognitive, emotional, and moral realms. This is supported by the upper school's unique Transition Planning class which meets daily and includes current events, personal development strategies, psychological understanding, and social, political, and environmental awareness.

THERAPEUTIC SERVICES

All NHP students meet at least weekly with therapists either individually or in groups. NHP boasts a particularly strong clinical team with extensive, child, adolescent, and family experience. Therapists and teachers work closely together to build a circle of understanding and support around each student's particular psychological and academic dynamics. Students are challenged to explore their thoughts, feelings, and experiences in order to build greater emotional stability and interpersonal skills. In doing so, previously dysfunctional strategies like avoidance and defiance are diminished.

Therapeutic work is supported by a creative and experienced team of behavior interventionists, who assist students with daily challenges in the areas of peer conflict, frustration, and motivation. Using a combination of unconditional positive regard, active

listening, gentle confrontation, and incentives, behaviorists at NHP assist students in decision-making, dispute resolution, and appropriate interaction.

COUNCIL

Long an NHP staple, Council offers further support to the therapeutic program. Based on Native American tradition, Council offers students the opportunity to explore inner truths and express themselves in a safe, accepting environment. In so doing, students gain deeper self and social acceptance.

Additional services include speech and language and occupational therapy. A boarding option is available on campus for students who would benefit from a 24-hour residential program.

ACADEMICS

Students of all ages come to NHP having experienced stalled progress and even academic failure (along with damage to self-esteem) in the public school setting. Many dislike school and have a negative feeling toward learning in general. NHP teachers address this damage by helping students feel successful and excited about their education. They do so by making the classroom fun, stimulating, and safe. Further, in middle and high school, teachers explain the *relevance* of what students are being taught to deepen their engagement. At all levels, deficiencies are recognized and addressed with personal attention and focused instruction.

NHP can accommodate students who aspire to college and university study as well as those simply attempting to reach graduation. High school coursework follows the college-preparatory A-G requirements. At the same time, some waivers are available to students who are better served with practical math and career exploration. The small teacher-to-student ratio (typically 6:1) enables teachers to address each student's unique goals and needs while providing general instruction in English, Mathematics, Social Studies, Sciences, Physical Education, Language, and the Arts. Further, students gain understanding and skills using computers and software including Word, PowerPoint, Photoshop, Final Cut Pro, and other programs.

TRANSITION

Students getting close to graduation access a number of options to bridge the transition out of high school. These include the Workability program which helps students gain valuable work experience prior to obtaining an outside job; Career Cruising, an online program which provide assessments and other resources for identifying occupational interests and training avenues; field trips to local colleges and vocational schools; and assistance with applications and financial aid.

EXTRACURRICULAR ACTIVITIES

NHP recognizes that much important student learning involves more than academics and occurs outside the classroom as well. Monthly assemblies recognize excellence in

character development, general improvement, and perfect attendance. Field trips occur throughout the year to such places as The Science Center, The Los Angeles Zoo, the Discovery Cube, the Museum of Contemporary Art, the Grammy Museum, and others. NHP presents a Holiday Program, Science Fair, Art Show, Annual Talent Show, and smaller events throughout the year.

THE GAY-STRAIGHT ALLIANCE CLUB

The GSA is THG North Hills Prep's signature club. The GSA promotes acceptance, respect, and understanding of all.

ATHLETICS

NHP participates in flag football, basketball, softball, soccer, and volleyball against other local nonpublic schools in the local league.

STUDENT VISITORS

THG's North Hills Prep does not allow visitors on campus during the school day unless the visit has been prearranged with an Administrator. Visitors must sign in with the Front Office and wear a Visitor badge at all times. Any stranger on campus should be reported to any faculty or staff person immediately.

WORK PERMITS

Students in need of a work permit can obtain an application from the Workability Counselor once employment is secured. This application needs to be filled out completely by the employer and parent, and then returned to the Workability Counselor. The actual work permit will then be issued. **Keep in mind, however, that successful progress in school is required for issuance of a work permit.**

**NORTH HILLS PREP
ADMINISTRATION CONTACT INFORMATION**

Elin Bradley, Director of Therapeutic Schools and Programs

Oversees administration and admissions

(818) 947-2019

ebradley@thehelpgroup.org

Gayle Rebel, Principal

Oversees Individualized Education Plans, teachers, special education issues

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Laurie Owens, Clinical Director

Oversees clinicians and behavior interventionists,
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**The Help Group's
NORTH HILLS PREP SCHOOL
Expected Schoolwide Learning Results**

THG North Hills Prep is accredited through the Western Association of Schools and Colleges (WASC).

Each WASC-accredited school adopts Expected Schoolwide Learning Results (aka Student Learner Outcomes).

THG North Hills Prep's ESLRs (SLOs) are based on a foundation of cognitive, social-emotional, and moral development.

THG's North Hills Prep Students Will Strive To Be...

CAPABLE Individuals who...

Seek mastery of academic content and technological resources
Apply academic learning to real-life situations
Prioritize tasks and use time wisely

CONFIDENT Problem-Solvers who...

Express thoughts and feelings clearly and honestly
Adapt to changing circumstances calmly and thoughtfully
Develop interpersonal relationships successfully

RESPONSIBLE Citizens who...

Develop practical, personal, and professional life skills
Demonstrate respect toward people and property
Contribute positively to the community



Bell Schedules 2022-2023

REGULAR SCHOOL DAY

Period	Time	Inst. Mins.	Non-Inst. Mins.
1	8:45 – 9:45	60	
2	9:46 – 10:46	60	1
Brain Break	10:40 – 10:55		
3	10:47 – 11:47	60	1
4	11:48 – 12:48	60	1
LUNCH	12:48 – 1:09		21
5	1:09 – 2:09	60	
6	2:10 – 3:15	65	1
	Total	365	25

MINIMUM SCHOOL DAY

Period	Time	Inst. Mins.	Non-Inst. Mins.
1	8:45 – 9:35	50	
2	9:36 – 10:21	45	1
3	10:22 – 11:07	45	1
4	11:08 – 11:53	45	1
LUNCH	11:53 – 12:13		20
5	12:14 – 12:59	45	1
6	1:00 – 1:45	45	1
	Total	275	30

POLICIES & PROCEDURES

THE HELP GROUP'S UNIFORM COMPLAINT PROCEDURE

The Uniform Complaint Procedure (UCP) may be used to report noncompliance of applicable state and federal laws and regulations and to file complaints alleging discrimination, harassment, intimidation, or bullying. Complainants are encouraged, where possible, to try to resolve their complaints directly at the school site. The UCP form is available at the school and should be completed by the complainant or his/her designee. Any person with a disability or who is unable to prepare a written complaint can receive assistance from The Help Group school administrator/designee. Once the UCP Form is completed, the principal/administrator ("Complaint Manager") of the school/program/grade level will investigate the allegations. The school assures confidentiality to the maximum extent possible. The school prohibits retaliation against anyone who files a complaint or anyone who participates in the complaint investigation process. Complainants are advised that civil law remedies may also be available to them.

EL PROCEDIMIENTO UNIFORME DE LA QUEJA DEL EL HELP GROUP

El procedimiento uniforme de la queja (UCP) se puede utilizar para divulgar incumplimiento del estado aplicable y las leyes y las regulaciones federales y a quejas del archivo que alegan la discriminación, acoso, o la intimidación. Se anima a los denunciantes, en lo posible, que intente resolver sus quejas directamente en el sitio de la escuela. La forma UCP está disponible en la escuela y debe ser terminado por los denunciantes o su designado. Cualquier persona con una inhabilidad o quién no puede prepararse una queja escrita puede recibir ayuda de un administrador/designado de la escuela de El Help Group . Una vez que la forma UCP se termine, el principal/el administrador ("administrador de la queja") de la escuela/el programa/el nivel del grado investigará las alegaciones. La escuela asegura confidencialidad al grado máximo posible. La escuela prohíbe la venganza contra cualquier persona que archive una queja o cualquier persona que participe en el proceso de la investigación de la queja. Se aconseja a los denunciantes que los remedios de la ley civil pueden también estar disponibles para ellos.

CONFIDENTIALITY POLICY BETWEEN STUDENT AND IEP TEAM MEMBERS

You are currently attending North Hills Prep School with an Individualized Education Plan (IEP). Please be aware that under the California Education Code # EC56366.12, you have the right to ask questions of and/or share information with any or all members of the IEP team. This information is to be confidential between you, the student and the IEP team member(s).

THE HELP GROUP'S SEX-BASED NONDISCRIMINATION POLICY

Every student has a right to learn in an environment that is free from unlawful discrimination. No student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of actual or perceived sex, sexual orientation, gender, gender identity, or gender expression.

Help Group Policy prohibits discrimination on the basis of sex, sexual orientation, gender, gender identity, or gender expression. Concerns or complaints regarding any form of sex discrimination should be made to the principal/administrator ("Complaint Manager") of the school/program/grade level.

Complaint Process

Students or parents/guardians should report their complaint to the Complaint Manager within six months from the date the alleged incident occurred or first obtained knowledge. Per The Help Group's Uniform Complaint Procedure ("UCP"), complainants should complete the UCP form. This form is available at the school and should be completed by the complainant or his/her designee. Any person with a disability or who is unable to prepare a written complaint can receive assistance from the Complaint Manager or designee. Once the UCP Form is completed, the Complaint Manager or designee will investigate the allegations. The Help Group assures confidentiality to the maximum extent possible. The Help Group prohibits retaliation against anyone who files a complaint or against anyone who participates in the complaint investigation process. Complainants are advised that civil law remedies also may be available to them.

POLÍTICA DE EL HELP GROUP DE NO DISCRIMINACIÓN BASADO EN EL SEXO

Cada estudiante tiene el derecho de aprender en un ambiente que esté libre de la discriminación ilegal. No se excluirá a ningún estudiante de la participación adentro, ser negadas las ventajas de, o estar conforme a la discriminación en base de sexo real o percibido, de orientación sexual, de género, de identidad del género, o de expresión del género.

La política de El Help Group prohíbe la discriminación en base de sexo, de la orientación sexual, del género, de la identidad del género, o de la expresión del género. Las preocupaciones o las quejas con respecto a cualquier forma de discriminación de sexo se deben hacer al principal/al administrador ("encargado de la queja") de la escuela/del programa/del nivel del grado.

Proceso de la queja

Los estudiantes o los padres/los guardas deben divulgar su queja al encargado de la queja en el plazo de seis meses a partir de la fecha que ocurrió el incidente alegado o el primer obtuvo conocimiento. Por el procedimiento uniforme de la queja de El Help Group ("UCP"), los deben llenar el formulario UCP. Esta forma está disponible en la escuela y se debe terminar por

los denunciantes o su designado. Cualquier persona con una inhabilidad o quién no puede prepararse una queja escrita puede recibir ayuda del encargado o del designado de la queja. Una vez que se llene el formulario UCP, el encargado o el designado de la queja investigará las alegaciones. El Help Group asegura confidencialidad al grado máximo posible. El Help Group prohíbe la venganza contra cualquier persona que archive una queja o contra cualquier persona que participe en el proceso de la investigación de la queja. Se aconseja a los denunciantes que los remedios de la ley civil también pueden estar disponibles para ellos.

PERMISSION TO USE STUDENT'S IMAGE

From time to time, North Hills Prep utilizes photographs and video clips of our students in action on our website or Facebook page. By signing the Initial/Signature page, you give your permission for North Hills Prep and The Help Group to use the image of my student on the website or Facebook page.

THE HELP GROUP'S SEXUAL HARASSMENT POLICY

The Help Group is committed to maintaining a learning environment that is free from sexual harassment. Sexual harassment of students by employees, students, third parties or persons doing business that takes place or is affiliated with The Help Group, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation or gender. As such, any act of sexual harassment is a violation of state and federal laws, as well as Help Group policy, and is prohibited.

The Help Group considers sexual harassment to be a serious offense which can result in disciplinary action, including the suspension or expulsion of the offending student in Grades 4-12. Although suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and Grades 1-3, other disciplinary actions or interventions may be taken as appropriate.

Students who believe that they have been a target of sexual harassment should bring the problem to the attention of the principal/administrator ("Complaint Manager") of the school/program/grade level of the student. All complaints will be promptly investigated in a way that respects the privacy of all concerned. The Help Group will take appropriate actions to eliminate the harassment, prevent its recurrence and remedy its effects. The Help Group prohibits retaliatory behavior against anyone who files a sexual harassment complaint or who participates in the complaint investigation process.

EXAMPLES OF CONDUCT WHICH MAY CONSTITUTE SEXUAL HARASSMENT

Conduct (including electronic communications, acts or postings) which may constitute sexual harassment includes, but is not limited to, the following:

- Verbal - unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments; the use of sexual innuendos or slurs; making unwanted sexual advances, invitations, and/or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance; threats/demands/pressure to submit to sexual requests in order to keep their academic standing or to avoid other loss, and/or offers of benefits in return for sexual favors.
- Visual - unwelcome conduct such as the display of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti, texting and/or computer-generated images of a sexual nature; and/or the use of obscene gestures or leering.
- Physical - unwelcome conduct such as unwanted touching, pinching, kissing, patting, or hugging; the blocking of normal movement; stalking; sexual acts or assault; and/or physical interference with their academics directed at an individual because of the individual's actual or perceived sex, sexual orientation, gender identity or gender expression.

COMPLAINT PROCEDURES

Any written or oral report of sexual harassment is a sexual harassment complaint and will be addressed. If the alleged sexual harassment occurs outside of school, but is brought to the attention of school personnel, the school will investigate to the best of its ability. The Uniform Complaint Procedure (UCP) may be used to make complaints of sexual harassment.

Complainants are encouraged, where possible, to try to resolve their complaints directly at the school site. The UCP form is available at the school and should be completed by the complainant or his/her designee. Any person with a disability or who is unable to prepare a written complaint can receive assistance from The Help Group school administrator/designee. Once the UCP Form is completed, the principal/administrator ("Complaint Manager") of the school/program/grade level will investigate the allegations. The school assures confidentiality to the maximum extent possible. The school prohibits retaliation against anyone who files a complaint or anyone who participates in the complaint investigation process. Complainants are advised that civil law remedies may also be available to them. A reasonable effort will be made to investigate and address allegations submitted anonymously if the report contains sufficient information to identify alleged targets and/or accused persons.

POLÍTICA DE ACOSO SEXUAL DE EL HELP GROUP

El Help Group está comprometido con mantener un ambiente de aprendizaje que esté libre del hostigamiento sexual. Hostigamiento sexual de estudiantes por empleados, estudiantes, o personas haciendo negocio o este afiliado con El Help Group, es una forma de discriminación de sexo en que constituye el tratamiento diferenciado en base de sexo real o percibido, de la orientación sexual o del género. Como tal, cualquier acto del hostigamiento sexual es una violación de leyes federales, así como la política de El Help Group, y se prohíbe.

El Help Group considera el hostigamiento sexual ser una ofensa seria que puede dar lugar a la acción disciplinaria, incluyendo la suspensión o la expulsión del estudiante que se ofende en grados 4-12. Aunque la suspensión o la expulsión como consecuencia disciplinaria

para el hostigamiento sexual no se aplicará a los estudiantes alistados en jardín de la infancia y Grados 1-3, otras acciones disciplinarias o intervenciones se pueden tomar como apropiadas. Estudiantes que creen que han sido una blanco del hostigamiento sexual debe traer el problema a la atención de el principal/el administrador (“administrador de la queja”) de la escuela/el programa/el nivel del grado del estudiante. Todas las quejas serán investigadas puntualmente de una manera que respete el aislamiento de todo en cuestión. El Help Group llevará acciones apropiadas para eliminar el hostigamiento, prevenir su repetición y remediar sus efectos. El Help Group prohíbe comportamiento vengativo contra cualquier persona que archive una queja sexual del hostigamiento o que participe en el proceso de la investigación de la queja.

EJEMPLOS DE LA CONDUCTA QUE PUEDEN CONSTITUIR EL HOSTIGAMIENTO SEXUAL

La conducta (comunicaciones electrónicas incluyendo, actos o fijación) que puede constituir el hostigamiento sexual incluye, pero no se limita a, el siguiente:

- Verbal - conducta incómoda tal como el uso de comentarios sugestivos, despectivos, o vulgares; el uso de insinuaciones o de insultos sexuales; fabricación de avances, de invitaciones, y/o de comentarios sexuales indeseados; insistiendo en citas ; fabricación de amenazas; y/o rumores que se separan alrededor o clasificando otras en cuanto a su actividad o funcionamiento sexual; amenazas/demandas/presión de someter a las peticiones sexuales para guardar su situación académica o evitar la otra pérdida, y/o ofertas de ventajas a cambio de favores sexuales.*
- Visual - conducta incómoda tal como la exhibición de objetos, de cuadros, de carteles, material por escrito, de historietas, o de dibujos sexual sugestivos; el uso de la pintada, de texting y/o de imágenes originadas en la computadora de naturaleza sexual; y/o el uso de gestos obsceno o de lascivo.*
- Físico - conducta incómoda tal como tacto indeseado, sejeción, besarse, acaricia, o abrazar; el bloqueo del movimiento normal; acecho; actos o asalto sexuales; e interferencia física con su académico dirigido en un individuo debido a el sexo real o percibido del individuo, la orientación sexual, la identidad del género o la expresión del género.*

PROCEDIMIENTOS DE LA QUEJA

Cualquier informe escrito u oral del hostigamiento sexual es una queja sexual del hostigamiento y sea tratado. Si el hostigamiento sexual alegado ocurre fuera de escuela, pero se trae a la atención del personal de la escuela, la escuela investigará al mejor de su capacidad. El Procedimiento Uniforme de Quejas (UCP) puede ser utilizado para hacer las denuncias de acoso sexual. Se alienta a los reclamantes, en lo posible, para tratar de resolver sus quejas directamente en el sitio de la escuela. La forma UCP está disponible en la escuela y debe ser completado por el reclamante o su designado / a. Cualquier persona con una discapacidad o que es incapaz de preparar una queja por escrito puede recibir asistencia de un administrador de la escuela / persona designada. Una vez que el formulario de UCP se haya completado, el director / administrador ("Administrador de Quejas") del programa / nivel escolar / grado investigará las acusaciones. La escuela asegura la confidencialidad en la mayor medida posible. La escuela prohíbe las represalias contra cualquier persona que presente una queja o cualquier persona que participe en el proceso de investigación de la queja. Los denunciante se les aconseja que los remedios de derecho civil también pueden estar disponibles para ellos. Se hará

un esfuerzo razonable para investigar las denuncias y de dirección presentado de forma anónima si el informe contiene información suficiente para identificar presuntos objetivos y / o acusados.

ADMISSIONS

Admission to The Help Group's North Hills Prep begins with the Admissions Office in the Sherman Oaks main campus of the agency (818) 779-5262. The admissions process includes a referral from the funding district, an IEP with "Nonpublic School" designated as a service, a review of pertinent records (IEPs, Psychological and Educational reports), and successful completion of the admissions process (tour, intake, admissions review). In some cases, students may be asked to "trial" – visit the school for a day or two in order to determine appropriateness of the school to address student needs. THG's North Hills Prep accepts applications throughout the school year and does admit students on a private-pay basis as well as through the IEP process.

THG's North Hills Prep School admits students of either sex, and any race, color, religion, sexual orientation, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded, or made available to students at the school. Consistent with its obligations under the law, it prohibits discrimination, including harassment, against students on the basis of sex, race, age, color, disability, religion, sexual orientation, gender identity, national and ethnic origin, and any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, and athletic and other school administered programs.

For further information about the THG's North Hills Prep, please contact school administration.

HEALTH AND SAFETY

EMERGENCY DISASTER PROCEDURES

Parents are instructed to follow the important procedures listed below in the event of an emergency disaster.

1. Tune in emergency radio stations KFWB (AM 98), KNX (AM 1070), KCRW(FM 98.6) and KSRF (FM 103.1). CB channel 9 is a disaster channel.
2. Stay off the telephone. Trying to communicate with the school via telephone after a disaster will prove difficult if not impossible.
3. After an emergency, students will be escorted to an emergency assembly area, which is located on the field at the center of the campus.
4. When arriving at school, parent or other adult designated by parent(s) should come to the lobby in the Administrative Building.
5. The school administrator or staff communication team will be available in the lobby to assist parents.
6. No child will be dismissed from the emergency assembly area without the authorization of the parent and/or principal.
7. Parents are asked to wait in the lobby. Parents will remain there until their child is escorted to them.
8. The school will remain open until every child has been released to his/her parent(s) or to authorized person(s).
9. Parents and/or parent designees are advised to remain calm and to follow the emergency disaster procedures which have been established at the school site.

IT IS VERY IMPORTANT THAT STUDENT EMERGENCY INFORMATION BE KEPT CURRENT, PLEASE MAKE CERTAIN THAT THE EMERGENCY INFORMATION YOU HAVE PROVIDED TO THE HELP GROUP IS ACCURATE.

FIRST AID

THG's North Hills Prep has a LVN on duty to administer first aid and medication as needed. Each classroom is equipped with a first aid kit. Available medical supplies include disposable ice

packs, band-aids, and other basic supplies. Parents must provide a doctor's note along with any over-the-counter medications (pain reliever, cough medicine, antacid, etc.) to the school nurse to dispense as needed. Faculty and staff are trained in first aid and CPR.

PRESCRIPTION DRUGS and NON-PRESCRIPTION MEDICATION

In order to insure the appropriate use and administration of medications, the policies below have been adopted and will be strictly followed.

A "Request for Medications to be Dispensed" form shall be completed by the prescribing physician, signed by both parent/guardian and physician and delivered to THG's North Hills Prep.

Medications to be administered at school shall be brought to school by the parent/guardian or an adult designee in a current prescription bottle showing the name of the medication, dosage and time of administration. Medications must never be brought to school by a student and they cannot be delivered in any container other than the standard prescription or standard unit dose card (bubble pack). Medications delivered in alternative packaging will not be accepted or dispensed by agency personnel.

"Over-the-Counter" medications (i.e., aspirin, Tylenol, etc.) may be given only with written Doctor's note/order, must be supplied by the parent/guardian, and must be logged in with the school nurse.

When refills are needed, parents/guardians will be contacted by the school nurse several days in advance. The parent/guardian shall be responsible for obtaining the needed medication and transporting it to school.

Changes in medication, dosage, or time of administration will need to be accompanied by a new "Request for Medications to be Dispensed" form.

Requests for exceptions to the above policies should be directed to the School

Principal well in advance of need.

Your close adherence to the above policies and procedures will help to insure the timely and accurate administration of medication to you child.

SUDDEN ILLNESS

If a student feels sick during the school day, he/she should go to the Behavior Office. Parents will be called to arrange transportation home. In the event that the parent/guardian is not available, an appropriate emergency contact must be available to pick up the student. An

authorized adult must sign out the student in the Front Office if he/she leaves school prior to dismissal. Students who leave school due to illness may not return on the same day for a particular class or for extracurricular activities.

COMMUNICABLE DISEASES

If a student acquires or is exposed to a communicable disease, parents are to notify the school at once. Before a student returns from such an illness, the school is required by law to receive a doctor's statement certifying the student's health.

IMMUNIZATIONS

New California State Law (Assembly Bill 354) requires all students entering or advancing 7th through 12th grade in the upcoming 2011-2012 school year to show proof of a pertussis (whooping cough) booster shot (Tdap) before entering school. This applies to all public and private schools. Tdap is a booster vaccine that protects against 3 diseases: tetanus, diphtheria, and whooping cough (also called pertussis).

For up-to-date information about pertussis and the new state law, please visit <http://www.shotsforschool.org>. If you have any additional questions, please contact the front office.

EMERGENCY FORMS

At the beginning of each school year, Emergency Information Forms are sent home to each student's parent or guardian. This needs to be filled out and returned. If, at any time during the school year, home, work or emergency phone numbers change, the parent or guardian must inform the Attendance Office. This card may save a student's life if he or she is injured; it enables the school personnel to contact someone to give approval for emergency care.

GRADING PROCEDURES

THGNHP teachers have the freedom and responsibility for establishing their own grading procedures, based on particular classes and the particular needs of students. Teachers follow the suggestions below in establishing their grading procedures.

Note: Student grades, assignments, and behavior can be accessed daily on PowerSchool. Parents and students will be provided with log-in information for PowerSchool at the beginning of the school year.

Attendance

Students' presence in class is one of the most important factors to their success in school. NHP teachers make attendance an important part of the grading process.

Classroom Preparation

Students are asked to bring materials to class every day.

Promptness

Getting to class on time is imperative to starting each period successfully. When students arrive late to class, it is disruptive and disrespectful to the teacher and the rest of the class.

Class Participation

Students must be present in class and participating in class discussions and/or activities.

Homework

Homework is assigned based on the individual policies of teachers and the needs of students.

Classroom Assignments

Classroom assignments will vary from subject to subject and class to class.

Assessments

Quizzes, tests, mastery projects, and other assessments will be used to monitor student learning.

Final Exams

The final exam at the end of each semester will take place during the last week of the semester. Students will have two full periods to complete final exams.

GRADUATION REQUIREMENTS

The Help Group's North Hills Prep follows the graduation guidelines of the particular district funding the student. As most THGNHP students are funded by the Los Angeles Unified School District, graduation requirements below follow their guidelines. **For information on the graduation requirements of other districts, contact either the district or Gayle Rebel (818) 267-2633.**

LAUSD GRADUATION REQUIREMENTS

English	4 years, 40 credits (English 9AB, 10AB, 11AB, and 12AB)
Mathematics	3 years, 30 credits (Algebra 1AB, Geometry AB, Algebra 2AB)
Social Studies	3 years, 30 credits (World History AB, US History AB, Government, Economics))
Science	2 years, 20 credits (Biology AB; Chemistry AB or Physics AB)
Language Other Than English	2 years of same language, 20 credits
Visual/Perf Arts	1 year, 10 credits
Physical Education	2 years, 20 credits (must pass Fitness Gram or continue in PE until passed)
Health	1 semester, 5 credits
Electives	7 semesters, 35 credits
Total	210 credits

Waivers (Waivers are available for Algebra 2AB and second year of LOTE; waived classes are replaced with suitable electives.

COMMUNICATIONS

THG North Hills Prep welcomes close communication between the school and families. Administrators, Teachers, and Therapists are accessible through email and will return messages promptly. “Drop-In” meetings are often difficult due to the demands of school personnel during school hours. Whenever possible, please make an appointment with the school personnel you wish to speak with.

Our website provides vital information about THG’s North Hills Prep, our school programs, and our staff to our parents, our students, and other interested parties.

Access our website at www.northhillsprep.com.

SchoolMessenger enables the school to share information with families via email and telephone. Please share your email address with the school so you don’t miss any important communications.

Google Classroom enable teachers and students to communicate digitally. All students are assigned a northhillsprep.com email to access Google Classroom and receive other communications.

The **PowerSchool** program helps keep you informed of your child's progress and to facilitate communication with teachers. PowerSchool allows you to login anytime to check your child's current grades, attendance, classroom behavior, and to contact teachers. It's completely secure, so no one else can see your personal information. Login instructions are distributed to students and parents and are always available through the school secretary at (818) 267-2600.

CLINICAL/COUNSELING SERVICES

The clinical component of THG North Hills Prep is equal in importance to the academic component. Psychological health and development is a crucial aspect of the school.

The Clinical/DIS Counseling Department staff is composed of licensed Marriage and Family Therapists, Social Workers, and Registered Interns working under the supervision of the Clinical Director. School counseling services are coordinated with the school's academic and behavior staff as well as outside professionals (i.e., outpatient therapy and psychiatric services).

COORDINATED SERVICES

Designated Individual Service (DIS) or Educationally-Related Intensive Counseling Services (ERICS) Counseling is funded by the student's Individualized Education Plan (IEP). This weekly service allows the student to receive support through weekly counseling with a focus on social/emotional functioning that negatively affects academic progress. These services may also support the student in developing long-term academic and vocational goals and support the development of life skills needed as the student matures and develops more independence in the community. Counselors assist students in the development and implementation of an Individual Transition Plan (ITP). In addition to weekly counseling sessions, counselors are involved in consultations with teaching and behavioral staff, consult with outpatient service professionals, participate in IEP meetings, coordinate parent meetings, and are available during the school day when a student is experiencing a crisis situation.

EDUCATION FOR PARENTS, STUDENTS, AND STAFF

The Counseling Department sponsors an ongoing series of educational programs for the school community.

Students participate in prevention programs throughout the school year. These usually include programs on substance use and abuse and sexuality issues.

Academic staff participates in staff in-services and consultations with the counseling staff. These include weekly "Team Meetings," and in-service programs to assist staff in improving skills in order to work more effectively with a variety of students presenting with behavioral, emotional, and learning difficulties.

REFERRALS

To ensure that our students and their families receive appropriate and adequate services, counselors may provide referrals to community agencies (i.e., psychiatric hospitals, community mental health agencies, Department of Rehabilitation, substance abuse treatment centers) and/or individual private professionals (i.e., psychiatrists, psychotherapists, educational therapists).

FAMILIES WITH MEDICAL

The Help Group offers additional support to our students for the purpose of improving behavior and academic growth. Families with MediCal have access this support. If you are interested, please let us know so we can assist with the referral process.

FAMILIES WITH PRIVATE INSURANCE

The Help Group works collaboratively with outside treatment providers such as Psychiatrists and Therapists, to ensure the necessary linkage and treatment coordination is provided for the progress of the student. With the consent of the family, consultation meetings can be set up with the outside providers through the student's School Counselor.

EDUCATIONALLY RELATED INTENSIVE COUNSELING SERVICES (ERICS)

According to the Individuals with Disabilities Education Act (IDEA), schools must develop IEPs for all students eligible for special education services. Based on a student's assessed need, the school district will provide Educationally Related Intensive Counseling Services (ERICS) to a student with disabilities, as determined by the IEP Team, as part of the federal mandate to provide a free appropriate public education (FAPE). When an IEP team determines that ERICS services are necessary for a student to access his or her special education program, based on a psycho-educational assessment conducted by a credentialed school district psychologist, the school district will determine a District- assigned service provider. All student assessments for ERICS, including IEP team recommendations for placement in a non-public school with an associated residential treatment center (NPS/RTC), will be provided by school district personnel. This is not an emergency procedure: the evaluation process takes approximately 90 days before a recommendation will be made in a reconvened IEP meeting.

BEHAVIOR MANAGEMENT AND EMERGENCY INTERVENTIONS

Philosophy

The Help Group's North Hills Prep believes that children show the most growth in their academic and social skills when they are provided with a safe, structured, and consistent learning environment. The most effective method to achieve this goal is to provide the students with a consistent set of rules and behavioral expectations.

The Help Group's North Hills Prep's philosophy is that the way to achieve a safe and structured environment is to implement both a structured set of expectations and an environment based upon positive reinforcement. We believe that when students are consistently reinforced for their learning efforts and positive behaviors they are more likely to experience increased self-esteem, improved social skills, and academic success.

Rationale

Students at The Help Group's North Hills Prep are provided with appropriate behavior interventions and supports that ensure they have access to their education, as protected under state and federal law.

Behavior Management Plan

The following includes requirements with regard to behavioral supports for students with IEPs, as outlined by the U.S. Department of Education:

IDEA requires IEP teams to consider the use of behavioral interventions and supports for student with disabilities whose behavior interferes with their learning or the learning of others.

When a student displays inappropriate behavior, this may indicate that behavioral supports should be included in the student's IEP; this is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the student from instruction.

If a student displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the student. In these situations, the IEP team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.

IDEA requires that needed behavioral supports in the IEP, whether provided as special education or related services be based on peer-reviewed research to the extent possible. The supports chosen should be individualized to the student's needs.

In addition to behavioral supports for student with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide supports for school personnel and training on

the use of behavioral interventions and supports in order to appropriately address the behavioral needs of a particular student.

While providing individualized behavioral supports to students with disabilities who need them through the IEP process is required as part of IDEA, research has shown that: these supports are typically most effective when they are delivered within a school-wide evidence-based multi-tiered behavioral framework that provides all student with clear expectations. This aligns with The Help Group's North Hills Prep school-Wide Positive Behavior Intervention and Supports policy.

Parents have the right to request an IEP team meeting at any time. Parents may want to request an IEP team meeting following disciplinary removal or changes in the student's behavior that impede the student's learning or that of others, as these likely indicate that the IEP may not be properly addressing the student's behavioral needs or is not being properly implemented.

In the event of a behavior emergency, The Help Group's North Hills Prep will follow procedures under EC §56521.1 and EC §56521.1. In addition, if necessary, the clinical team, who have been CPI trained, will be called in to assist in any situation.

Emergency Interventions

California Education Code EC §56521.1 requires the following in regard to emergency interventions:

1. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.
2. Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.
3. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school-site administrator or law enforcement agency, as applicable to the situation.
4. Emergency interventions shall not include:
 - Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
 - Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.

- An amount of force that exceeds that which is reasonable and necessary under the circumstances.
5. To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:
 - The name and age of the individual with exceptional needs.
 - The setting and location of the incident.
 - The name of the staff or other persons involved.
 - A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
 - Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.
 6. All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator.
 7. If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.
 8. If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Prohibitions

Under California Education Code EC § 56521.2, the following behavior interventions are prohibited, pursuant to Sections 56365 and 56366:

1. Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
2. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
3. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

4. An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
5. Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
6. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
7. An intervention that precludes adequate supervision of the individual.
8. An intervention that deprives the individual of one or more of his or her senses.

In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

The Help Group's North Hills Prep Positive Behavior Supports

THG's NHP uses the guidelines of Positive Behavior Interventions and Support (PBIS) as the foundation for its Behavior Management System. The goal of PBIS is to help parents, teachers, staff and students create and maintain a safe and supportive learning environment and assist students in their social, emotional, behavioral, and moral development. PBS promotes positive life skills and reduction of negative behaviors so that all students can experience success and growth in school.

The key components of our PBIS program include:

- Clear and positive rules and expectations
- Quality relationships between staff and students.
- Excellent staff training
- Role-modeling by staff of a positive demeanor and professional attitude.
- Acknowledgement of and reinforcement for meeting expectations and contributing to a positive school community.

Behavior support at THG's NHP is approached proactively. THG's NHP recognizes that behavioral development in students is as important as academic development. Therefore, behavior is taught just as academic subject matter is taught. We do not take for granted that students have these behavioral skills. We explain why use of a particular behavior is important to a positive school community and each individual's future success.

When students misstep, interventions are to be chosen in a positive, educationally-related manner. All interventions have a rationale behind them and are used as teaching tools.

All THG North Hills Prep staff are trained in Non-Violent Crisis Intervention through the Crisis Prevention Institute. All training is refreshed during Orientation Week prior to the beginning of each school year. THG NHP has also adopted the Neurosequential Model of Education (NME) to support staff and better understand student behavior.

The Neurosequential Model in Education (NME) is a trauma informed approach to working with students. NME is a way of thinking about student's school performance and behaviors in light of their relational histories.

NME is not a specific "intervention" but rather a model of learning about brain development and developmental trauma and a method of applying that knowledge to help students in and out of the classroom.

At the heart of NME there are two core beliefs:

Our brains are formed from the bottom up. Students cannot learn until their emotions are well regulated.

Safe and trusting relationships are vital for the growth and organization of our brains.

NME is evidence-based. Outcomes of NME in educational settings have shown:

Improved standardized test scores

Significant decrease in physical restraints

Decreased suspensions

Increased graduation rates

Increased attendance rates of students and teacher

Three-Tiered Approach To Positive Behavioral Intervention and Support

THG North Hills Prep follows LAUSD's proscribed "three-tiered" approach to positive behavioral support which includes behavioral instruction and intervention and follows the evidence-based practice of Positive Behavior Interventions and Supports (PBIS).

Tier I supports are implemented for all students; Tier II and III supports are provided on the basis of need.

Tier I (Universal Instruction and Intervention)

“The focus of Tier I is to provide good first teaching in the area of behavior. School-wide and classroom behavioral expectations are defined, taught, reinforced, monitored, and corrected.

“Teachers maximize structure in the classroom by developing predictable routines, using effective classroom management strategies and actively teaching pro-social behaviors. Students are actively engaged in learning opportunities and are reinforced for engaging in appropriate behaviors. Teachers establish a continuum of corrective strategies to respond to inappropriate behaviors. If behavioral errors occur, the student receives feedback on his/her behavioral performance. Behavioral data are collected and analyzed to make decisions.

“Consistent, on-going implementation of instruction and intervention in Tier I prevents problem behavior on a school-wide basis and supports the use of appropriate behavior in the classroom.”

All students are subject to the school rules. All students participate in the school’s monthly character program (monthly character trait) and students are recognized at the monthly school-wide assembly for positive character, improvement, and perfect monthly attendance. Teachers, therapists, and other staff set up incentives for classes generally and students specifically to encourage and reinforce positive behavior. All THG NHP students have a Behavior Intervention Plan as part of their IEP as well as a Behavior Support goal. These are commented upon quarterly and reported on annually at IEP meetings.

Behavior Intervention staff and staff use education and verbal problem-solving to develop understanding and skills. THG North Hills Prep promotes a positive community environment where students feel that they are safe to ask for assistance to problem-solve rather than resorting to inappropriate measures.

As part of the enrollment package, students are introduced to and asked to sign various policy statements regarding school rules. This includes prohibition of possession of illegal substances, weapons, and other items; sexual harassment and harassment generally; truancy; fighting; wearing of inappropriate clothing; and the like.

School rules are posted in each classroom. Classroom rules are specific for each teacher within his or her classroom and are posted.

Teachers and other staff model appropriate behavior, offer verbal redirection to correct improper behavior, and intervene appropriately in interpersonal conflict between students.

Each classroom is equipped with a radio communication device and telephone. If assistance is needed or if a student leaves the classroom, teachers can communicate with staff immediately so that all students are supervised at all times.

THG North Hills Prep staff are assigned campus locations during unstructured periods (nutrition and lunch). Therefore, students receive adult supervision at all times.

One Behavior Interventionist is a trained instructor in Non-Violent Crisis Intervention through the Crisis Prevention Institute. Teachers and support staff have been trained to use appropriate crisis de-escalation and management techniques when intervening in disputes.

Staff meetings are held weekly. New enrollees are discussed. Also, weekly clinical meetings are held for therapeutic staff. Greater emphasis is placed on psychological issues that may impact academic performance and social interactions. Counselors are offered the opportunity to discuss specific students and problem-solve issues that have arisen.

THG North Hills Prep utilizes two areas for students who have difficulty being in class, either due to emotional reasons or behavioral problems. These areas are the Behavior Office and the central courtyard. In these areas, problems are discussed and in many cases resolved so the student can return to the specific academic environment, or, if that is not possible, be supervised by staff.

All students have access to purchasing items from the student store, unless they lose that privilege due to behavioral issues.

IEP behavior intervention goals are commented on quarterly. These are sent home to parents with quarterly and semester progress reports.

Parents are routinely called or emailed by teachers, the Clinical Director, or other staff to report behavior difficulties or issues. Students and parents also have access to Power School online which provides assignment and behavior information to parents from classroom teachers. In the younger grades, teachers use Class Dojo to report to parents on student positive and negative behaviors. Further, communications initiated by parents are responded to ASAP.

Tier II (Selected Instruction and Intervention)

“Tier II is focused on providing instruction and intervention for students when differentiation in Tier I has proven insufficient in improving social behaviors and reducing problem behavior. Students receiving support at the Tier II level continue to have access to the support of Tier I. In addition, social skills deficits are addressed instructionally and opportunities are provided to systematically practice the skills that need to be developed. Effective intervention addresses problem behaviors by re-teaching behavioral expectations, using planned responses to address problem behaviors and providing reinforcement and/or consequences as appropriate. Behavioral data are collected and analyzed to make decisions. Behavior Support Plans may be designed to support individual students.”

Students who are experiencing ongoing difficulties with behavior or are involved in significant behavioral infractions such as drug possession, fighting, or harassment, are typically subject to parent meetings with staff in order to process and problem-solve the issue.

In some cases, it is appropriate to initiate a student-specific incentive plan to encourage and reinforce positive behavior. Student conflicts are typically resolved through conflict resolution meetings.

Serious behavioral infractions are documented via Incident Reports, or, in the case of more extreme behaviors, a Behavior Emergency Report. A Behavior Emergency Report must be followed with an amendment IEP. A second suspension also initiates an amendment IEP. The purpose of these meetings is to discuss the issues or incidents and create an approach to prevent their further occurrence.

Tier III (Targeted Instruction and Intervention)

“Tier III is the most intensive level of instruction and intervention for students with problem behavior and is based on assessed need. Students needing Tier III intervention will continue to receive support and instruction as provided at the Tier I and Tier II levels...Tier III includes instruction and intervention in the areas of behavior and social skills, implementing the IEP including the Behavior Support Plan (BSP) or the Behavior Intervention Plan (BIP). All interventions and supports must be evaluated through ongoing data collection and progress monitoring...”

THG NHP uses police assistance and assessment through Psychiatric Emergency Team’s to address serious situations.

Ongoing serious behavioral difficulties often initiate a Functional Behavioral Analysis, which is a deeper, scientific approach to understanding the antecedents and consequences of a behavior in addition to its purpose. The FBA seeks to identify a FERB – Functionally Equivalent Replacement Behavior – that the student can use to replace the dysfunctional behavior and still achieve the desired outcome.

In extreme cases, students may be referred for an assessment to discuss placement, either at another nonpublic school or a residential placement facility.

As a therapeutic school, therapists assigned to each student are highly-involved in student behavioral difficulties. THG NHP has developed the following model to mimic the Three-Tiered Approach with regard to its therapeutic services.

SCHOOL RULES

THG North Hills Prep intends to provide a safe, respectful, and reasonable educational environment for all students.

GENERAL SAFETY

The following are prohibited whenever the school is responsible for student safety—on or off campus, during school-run trips, and at all official school functions:

- Possession or use of any gun, toy or real; fireworks or other explosives; knives, brass knuckles, Tasers, pepper spray, or weapons of any sort.
- Leaving campus or a school group without permission.
- Using water pistols of any sort.
- Destruction of property (individuals or school)
- Littering or not picking up after oneself or others
- Skating, rollerblading, or skateboarding.

DRESS CODE

Students are encouraged to wear clothing appropriate to a school setting. Students are encouraged to exercise appropriate grooming and personal hygiene. THG's NHP students may wear clothing of their own choice within the following guidelines:

Students may not wear clothing that is vulgar or displays profanity.

Students may not wear attire that contain alcohol, weaponry, racist, or drug references.

Students may not wear accessories made of chains, studs, spikes, and/or bullets.

Students may not wear suspenders and rolled up pants with army boots.

Students may not display any clothing, items, or mannerisms associated with gangs, taggers, crews, posses, or any non-school clubs. This includes pants that are oversized or below the waist or long shorts with high socks.

Shoes are required at all times. Students may not wear slippers.

Students may not wear clothing that is excessively revealing of the midriff, cleavage, shoulders, or legs.

Students may not wear exposed undergarments (this includes tank-type undershirts and "sagging" pants).

Those who, in the opinion of the faculty or administration, are not properly dressed, fully clothed, or properly groomed will be asked to make appropriate adjustments.

CELL PHONES

THG NHP reserves the right to establish a cell phone policy; students are expected to abide by all rules set forth by THG NHP's administration and staff regarding cell phone possession and use.

THG's NHP is not responsible for lost or stolen cell phones! Keep your phone in your possession at all times and do not lend it out!

Students may not take pictures of or videotape any other students or staff without permission.

PEER RELATIONS / DISPLAYS OF AFFECTION

THGNHP students are encouraged to interact with each other in a safe, respectful, and responsible manner.

Respect for the rights of others is expected of all members of the school.

Unwanted touching in any manner is unacceptable.

Physical altercations are unacceptable.

Teasing is unacceptable.

THG's NHP allows appropriate affectionate behavior including handholding, side-to-side hugging, brief face-to-face hugging, and respectful salutations.

Behavior not allowed includes lap-sitting, prolonged kissing, straddling, or other provocative sexual expression.

Students are expected to respond appropriately to staff prompting if a behavior is deemed inappropriate.

INAPPROPRIATE CONVERSATION

Excessive profanity or sexually-explicit language is inappropriate.

Drug-talk and weapon-talk will not be tolerated. Students who do so will be redirected. Failure to follow redirection may result in disciplinary action.

Discussions of personal life or other off-topic comments unrelated to the subject matter will be addressed by staff.

Malicious verbalizations toward faculty, staff, or peers are not acceptable.

Negative comments about race, ethnicity, gender, sexual orientation, appearance, or intelligence is unacceptable.

TRUANCY POLICY

Students are expected to remain on-campus at all times unless permission to leave has been granted by a staff member.

Students are considered in attendance once they arrive to school, even if this is before the first bell sounds.

Students are to remain on campus while waiting for transportation home.

Unauthorized departure from THG's NHP school grounds constitutes truancy, which may result in disciplinary action.

HARASSMENT

All students must be allowed to work and study in an environment that is physically and psychologically safe.

Students (and parents) sign that they have read and understand the THG's North Hills Prep and district harassment policies upon enrollment and at the beginning of each year.

Harassment is defined as repeated unwelcome contact toward another person after a request to cease has been made. Any form of harassment, whether verbal, physical, visual, or sexual, is strictly prohibited.

Sexual harassment refers to behavior which is not welcome, personally offensive, or undermines or weakens morale. Sexual harassment does not refer to occasional compliments or other generally acceptable social behavior. Sexual harassment may include such conduct as (1) demands for sexual favors accompanied by implied or overt promises or preferential treatment or threats concerning student status, (2) pressure for sexual activity, (3) offensive, unwanted physical contact such as hugging, patting, pinching, or constant brushing against another's body, or (4) offensive unwanted sex-oriented verbal "kidding," jokes, or abuse.

THG's NHP blocks websites that encourage instant messaging and communication via the web. Cyber bullying or harassment is not a school-related issue. Students who have problems with internet harassment need to inform their parents and should notify the police immediately.

If a student becomes aware of any harassment of any kind, whether it be personal or not, or feels that he or she is a victim of harassment, this information should be communicated immediately to the Behavior Department, Administration, or the individual therapist. Any such complaint must be specific and should include all relevant information so that the school may conduct a thorough investigation. The Behavior Department is required to report such complaints to the school Administrator. The school will investigate the complaint. Upon conclusion of the investigation, the school will take action to remedy the situation. The school will not tolerate any retaliation against a student who files a complaint or participates in an investigation regarding a complaint of harassment. However, anyone who makes a false claim of sexual harassment will be subject to consequences from the school as well as outside agencies.

GAMBLING AND THE EXCHANGE OF CURRENCY

Gambling on school grounds is prohibited. Mock gambling (playing cards with chips) is also unacceptable.

Exchange of currency on campus is strongly discouraged.

The selling of any items for any reason is not permitted unless consent from staff has been granted.

DRUG AND ALCOHOL ABUSE

All students deserve to attend school in an environment that is drug and alcohol free.

Reasonable suspicion of alcohol or drug use will result in investigation by staff, including reasonable searches of person.

Possession of illegal drugs will immediately be reported to law enforcement.

Lighters, vapes, cigarette papers, and paraphernalia will be confiscated and not returned.

OTHER ITEMS

The following items are not allowed on school grounds:

Possession or use of any gun, toy or real; fireworks or other explosives; knives, brass knuckles, Tasers, pepper spray, or weapons of any sort.

Cigarettes, including "electronic" cigarettes, "vapes," and lighters.

Water pistols.

Skateboards. (Some students use skateboards as transportation. These must be turned over to school personnel until the end of the school day)

Bluetooth Speakers. Allowed only with staff permission.

VANDALISM

Students are strongly encouraged to demonstrate respect toward school property.

Tagging is unacceptable.

Students will be held responsible for the damage to text books, desks, or the personal belongings of others.

VIOLATIONS OF LAW

While efforts are made by the Intervention staff to solve minor infractions on-campus, vandalism, assault (including verbal threats), theft, drug and alcohol related offenses are violations of the law and may be reported to local police.

SUSPENSION

THG North Hills Prep views suspension as a last resort when disciplining students. Generally speaking, suspension is used only when safety is an issue.

Education Codes 48900 and 48915 outline the reasons and conditions under which the administration may suspend a student. Specific information on these conditions may be obtained from the in-take packet received upon enrollment in THG's North Hills Prep.

Incident Reports document these significant events and include eyewitness reports and administrative response. These are sent to the student's district office within 24 hours of the incident.

INTERNET USAGE (Based on LAUSD Bulletin K-19)

The following uses of the Account provided by the School District are unacceptable: Uses that violate any state or federal law or municipal ordinance are unacceptable. Unacceptable uses include, but are not limited to the following:

- Selling or purchasing any illegal substance;
- Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials that encourage others to violate the law, or
- Transmitting or downloading confidential information or copyrighted materials.

Uses that involve the accessing, transmitting, or downloading of inappropriate matters on the Internet, as determined by the school board, local educational agency, or other related authority.

- Uses that involve obtaining and or using anonymous email sites.
- Uses that cause harm to others or damage to their property are unacceptable.

Unacceptable uses include, but are not limited to the following:

- Deleting, copying, or modifying of gorging other users e-mails, files, or data;
- Accessing another User's email without their permission, and as a result of that access, reading or forwarding the other User's e-mails or files without that User's permission;
- Damaging computer equipment, files, data, or the network;
- Using profane, abusive, or impolite language;
- Disguising one's identity, impersonating other users, or sending anonymous mail messages;
- Threatening, harassing, or making defamatory or false statements about others;
- Accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
- Accessing, transmitting, or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance; or
- Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes"
- Using any district computer to pursue "hacking" internal or external to the district, or attempting to access information that is protected by privacy laws.

Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable. Unacceptable uses include, but are not limited to the following:

- Using other users' Account passwords or identifiers;
- Disclosing one's Account password to other users or allowing other users to use one's Accounts;
- Getting unauthorized access into other users' Accounts or other computer networks; or
- Interfering with other users' ability to access their Accounts.
- Commercial uses are unacceptable. Unacceptable uses include, but not limited to the following:
 - Selling or buying anything over the Internet for personal financial gain; or
 - Using the Internet for advertising, promotion, or financial gain; or
 - Conducting for-profit business activities and engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.

Internet Safety

In compliance with the children's Internet Protection Act ("CIPA"), the School District will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by the School District. [Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that the School District determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.

In compliance with CIPA, the School District and its representatives will implement a mechanism to monitor all minors' on-line activities, including website browsing, email use, chat room participation, and other forms of electronic communications. Such a mechanism may lead to discovery a user has violated or may be violating this policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter as well as help enforce this policy, on the Internet, as determined by the school board; local educational agency or other related authority. The School District reserves the right to monitor other users' (e.g., employees, students 17 years or older) online activities, and to access, review, copy; store, or delete any electronic communications or files and disclose them to others as it deems necessary.

If a student under the age of eighteen accesses his/her LAUSD.net Account or the Internet outside of school, a parent or legal guardian must supervise the student's use of the Account or Internet at all times and are completely responsible for monitoring the use. Filtering and/or blocking software may or may not be employed to screen home access to the Internet. Parents and legal guardians should inquire at the school or district if they desire more detailed information about the software.

Students' information shall not be posted unless it is necessary to receive information for instructional purposes and only if the students' teacher and parent or guardian has granted permission.

TRANSPORTATION RULES AND REGULATIONS



SPECIAL EDUCATION DIVISION

OFFICE: 310-387-5970 FAX: 818-344-9049

General Cab Rules

All passengers must remain seated while the vehicle is moving. All passengers must wear a seatbelt at all times. Students are also reminded that loud conversation and other unnecessary noise are not allowed, so drivers can hear emergency sirens. Please be courteous and respectful to other students. If a behavior is inappropriate in a classroom it is inappropriate in the cab. Smoking or use of profanity is not permitted in the cab. Please keep all parts of your body inside the cab. Passengers will not carry hazardous articles or weapons while being transported.

Pick Up Procedures For Special Education Pupils

Please be ready ten (10) minutes prior to the scheduled pick-up time. The driver will wait a full five (5) minutes in front of designated pick up location. The cab will proceed after this full five (5) minutes and will not return.

Drop Off Procedures For Special Education Pupils

For special education children, a parent or other responsible person must be at home to receive the child when dropped off by the cab. Names of persons authorized to receive your child from the cab must be provided to the transportation office. The designated person must present him/herself to the driver. The child will not be dropped off without acknowledgment from a responsible person.

For special education children, if you desire your child to be left at the stop without an adult there to receive him/her, this must be specified in writing on the Transportation Request Form. This form authorizing the driver to leave your child unattended must be on file at The HELP Group's North Hills Prep before a child will be left on his/her own at a designated stop.

The procedure to be followed in the event that an authorized person is not at the stop to receive a child and there is no authorization to leave the child unattended on file will be as follows:

- Cab driver will notify Supervisor of the failure to deliver a child
- Supervisor will call the home to make sure that no one is home.
- Supervisor will then instruct the driver to continue on his route.
- The cab driver will return to the stop at the end of the route, after dropping all other pupils off.
- If parent/responsible person is again not at the assigned drop-off location, the driver will be instructed to return the child to the child's school of attendance, Child Protection Services or Police Department

All phone numbers on the Transportation Request Form will be used as a source to identify a responsible person to pick up the child at the school. You must keep current emergency numbers on file. Notify the Transportation office of any new names and or phone numbers.