



Parent/Student Handbook

2024-2025

www.growpublicschools.org

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General Information

Mission Statement

Grow Public Schools currently has two campuses: Grow Academy Arvin, a TK-8 public school and Grow Academy Shafter, a TK-8 public school. Grow Public Schools will close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

Vision Statement

Our vision is to transform the educational landscape for students in rural areas by providing a model of excellence and innovation leading to college readiness and lifelong success.

The following goals encompass the vision of the Grow Public Schools:

- Grow Public Schools will provide a school choice for families that have limited English Language skills and are socio-economically disadvantaged.
- Grow Public Schools will enable incoming kindergarten students to achieve grade level proficiency in the core subjects by second grade and achieve above grade level by the time they leave the Charter School.
- Grow Public Schools students will become self-motivated, competent and lifelong learners.
- Grow Public Schools students will develop a deep love of reading.
- Grow Public Schools will provide the parents in the Arvin and Shafter Communities a path for their children to take in order to have the best chance to attend a four-year college.
- Grow Public Schools will include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.
- Grow Public Schools will encourage our students to become leaders in their community and to return to Kern County to help others achieve their goals.

Guiding Principles

- Every child can have a bright future
- Every parent can be engaged
- Every teacher can be successful
- Every community can flourish

Grow Public Schools Board of Directors

Tom Mestmaker	Board Chairman
Manuel Pantoja	Secretary and Community Representative
Ernie Unruh	KCSOS Representative
Dr. Kristen Watson	Grimm Family Education Foundation Representative
Matt Look	Parent Representative

Grow Public Schools Family/School Mutual Promise 2024-2025

Student's Name: _____ **Grade:** _____

As a Grow Academy Parent, I/We _____ **promise to:**

Parent(s)/Guardian(s)

Provide Home Academic Support by:

- Ensuring my child comes to school on time, ready to learn daily
- Ensuring my child puts forth their best effort with class assignments
- Encouraging my child to reach their Accelerated Reader goals by reading to me or independently every night for at least 20 minutes
- Checking Aeries frequently to monitor assignments and grades
- Reviewing this agreement with my child

Provide School Support by:

- Supporting the high expectations of the school
- Sending my child to school in proper school uniform
- Supporting the Health & Wellness Policy
- Reviewing the school's Discipline Policy and supporting the school's Positive Behavior Intervention and Supports practices, including restorative consequences

- Supporting and honoring the goals identified in my child's Individualized Learning Plan

Provide School Attendance Support by:

- Adhering to the School Attendance Policy
- Ensuring my child has regular and consistent attendance throughout the school year
- Ensuring my child stays at school for the entire day
- Following/abiding by the school calendar and planning vacations and appointments outside of school days/hours
- Ensuring clear communication with the attendance clerk when the student will be out of school
- Reporting absences within 72 hours
- Attending Truancy Meetings (if applicable)

Participate by:

- Attending Parent Teacher Conferences throughout the school year
- Attending mandatory meetings such as Mutual Promise Night, Back to School Night, and 8th Grade Promotion Meetings
- Actively collaborating and communicating with teachers to meet my child's learning needs
- Allowing planned in-advance home visits at the beginning of the school year
- Making positive contributions to the school community by completing 30 engagement service hours per family through school event attendance
- Being an active participant in any parent meetings related to my child's academic success
- Ensuring I am connected to all communication platforms, such as Parent Square, and checking updates on an ongoing basis to be up to date with important information
- When and if a concern or disagreement arises, modeling and upholding the school's Star Values

My signature below represents my understanding and total commitment to the above pledges. Failure to do so may result in removal from enrollment.

Parent Signature _____

Grow Public Schools promises to...

Provide Home Academic Support by:

- Implementing high-quality instruction and standards-aligned curriculum
- Providing opportunities to connect with other families and gain new strategies for supporting academics in the home through parent workshops, family education nights, and parent-teacher conferences
- Providing extended academic support opportunities to students
- Informing parents and guardians of school policies and assigning appropriate/meaningful home activities to support learning
- Having supplemental resources available to support learning
- Reviewing this agreement with students during the first week of school and throughout the year

Provide School Support by:

- Developing and implementing programs that support academic student achievement
- Enforcing the school's Discipline Plan to ensure a safe, nurturing learning environment
- Providing clear school communications to families regarding school policies, student behavior, and progress
- Proactively responding to challenges and communicating promptly about any issues that impact your scholar
- Facilitating the participation of parents in the school

Provide School Attendance Support by:

- Facilitating Attendance Informational Meetings
- Sharing the school calendar and events in a timely manner to help you plan ahead
- Creating an attendance support plan with the school's Student Attendance Review Team (SART) to improve and support student attendance for scholars with six or more unexcused absences
- Celebrating and providing monthly attendance incentives to encourage attendance

Encourage and Support Parent/Family Participation by:

- Developing meaningful parent activities/agendas focused on student achievement and student development
- Providing flexible volunteer and participation opportunities
- Collaborating with parents to host culturally relevant family events and workshops
- Increasing opportunities for scholars, staff, and families to provide feedback to improve Grow Academy for all students continuously



Grow Public Schools 2024-2025 Academic Calendar

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	






February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

 School Closed/Holidays	 Minimum Day	 Start/End of Quarter
 Intersession	 Professional Learning/Pupil Free	Q1: 46 Q2: 46 Q3: 47 Q4: 41 SY: 180

Federal holidays 2024/25

Jul 4, 2024	Independence Day	Dec 25, 2024	Christmas Day	May 26, 2025	Memorial Day
Sep 2, 2024	Labor Day	Jan 1, 2025	New Year's Day	Jun 19, 2025	Juneteenth
Nov 11, 2024	Veterans Day	Jan 20, 2025	Martin L. King Day		
Nov 28, 2024	Thanksgiving Day	Feb 17, 2025	President's Day		

School Accountability Dashboard

California public schools annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources and demographics. A copy of the Grow Academy Arvin/Shafter dashboard will be available on our website and available in hard copy in the school office, upon request.

Healthy School Food Program – Grow Cafe

The Grow Cafe is thrilled to provide fresh, nutritious, and delicious meals to the children of Grow Public Schools. Grow Public Schools understands the crucial role nutrition plays in a student's ability to learn effectively and focus in the classroom. It has been proven that healthful meals throughout the day help to reduce the risk of childhood obesity and diabetes. It is for that reason that Grow Public Schools will provide every student with a wholesome and delicious breakfast, lunch and snack. The healthy school food program, in conjunction with the Edible Schoolyard, will educate and encourage your children to develop positive eating habits that will last a lifetime.

Grow Café is dedicated to serving the most delicious and nutritious food available. The school uses local, natural, and organic products when possible; serves seasonal fresh fruits and vegetables daily; and offers a salad bar with every lunch. All of the food is freshly prepared from scratch. We have eliminated all hydrogenated oils, high fructose corn syrup, and nitrates from our school meals and are striving towards removing all processed food, refined sugars and flours, chemicals, dyes, and additives as well. All of our in-house baked goods are 51-100% whole grain. We are asking that if you provide lunch from home please do not include unhealthy, processed foods.

NSLP – National School Lunch Program

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements

Snacks

All students will receive an intraday snack at no charge. Students enrolled in the afterschool program will be provided an additional snack at no charge.

RECOMMENDED SNACKS LIST - **WE ARE A NUT FREE CAMPUS

Beverages, Snacks, and Lunch options if providing food from home:

(Whenever possible, choose fruits, vegetables, snacks, and beverages that are organically grown and are pesticide, hormone, and antibiotic free)

- Fruit juice smoothies
- Whole and freshly cut fruits
- Whole and freshly cut vegetables
- Trail mix (without nuts)
- Water and Sparkling water
- Fruit concentrate and honey sweetened yogurt
- Granola
- Herbal tea
- Whole grain crackers
- Baked chips, pretzels, salsa, guacamole or bean dips
- Snack bars (without nuts)
- Air popped popcorn
- Compressed rice and grain cakes
- Pure 100 percent fruit juice, fruit strips and snacks
- Natural fruit flavored water
- Raisins and dried fruit
- Hard boiled eggs
- Real cheese
- Homemade Sandwiches

Foods to avoid bringing to school

- Lunchables
- Sports drinks
- Caffeinated and Carbonated beverages (energy drinks and sodas)
- Processed and packaged snacks (including chips, candies, cookies and cakes)
- Sugared breakfast cereals
- Juices from concentrate
- Foods that contain artificial colors or flavorings
- Anything containing nuts (we are a nut free campus)
- Fast and convenience foods

Community Eligibility Provision (CEP)

Community Eligibility Provision (CEP) is a federal provision that allows eligible schools to offer free meals to attending students regardless of individual income. CEP eliminates the burden of collecting household applications to determine eligibility for school meals, relying instead on information from other means-tested programs.

Grow Public Schools are pleased to announce that we will provide breakfast and lunch to all students at *NO COST* during the 2024-25 School Year. Meals at no cost are possible because of the Healthy, Hunger Free Kids Act of 2010. The Café will provide a healthy breakfast and lunch each day.

Supper Program

Students who participate in a school-sponsored afterschool activity (including ASES, afterschool clubs, sports, and the Alumni program) may be provided a full meal at no cost. This program is funded through a federal grant so student activities must meet minimum requirements to qualify. For detailed information, please contact the school's Executive Chef.

Commitment to Healthy Eating

Grow Public Schools is committed to providing healthy eating choices to our student population (See Healthy Food Program above). Families must avoid bringing any outside food that will discourage students from eating the healthy choices that are made available by the school.

Families who choose to bring food are encouraged to choose complete meals that comply with state and federal approved laws by which the Grow Café observes. Additionally, the Grow Café does not serve foods with nitrates, trans fats, chemicals, dyed, refined sugars, refined flours, hydrogenated or partially hydrogenated oils, high fructose corn syrup or additives. To avoid bringing these ingredients into the café, please do not provide your children with packaged foods in their lunches.

The Grow Public Schools Wellness Policy includes a commitment to improve the health of the entire community by teaching students and their family's ways to establish and maintain lifelong healthy eating habits. In keeping with this goal, the policy adopted the stipulation that foods offered to students and employees during the day as snacks, incentives, or refreshments in school offices and on school grounds be as healthful and nutritious as possible. Teachers, administrators, and parents who model healthy behavior increase the likelihood of having a positive influence on student behavior.

- Please avoid feeding your child breakfast at home if they are planning on having breakfast in the classroom.
- If your child's lunch does not include a fruit or vegetable, we will require your child to go through the salad bar.
- If your child's lunch does not include a protein or whole grain, we will require your child to take a hot lunch.
- We do not offer dessert at lunch, please do not include sweets with your child's lunch.
- We are a nut free campus, please do not include items including or processed with nuts.
- If your child comes to campus with food items that are not in line with the Grow Public Schools Healthy Eating Policy, it will be removed from their lunch and available for pick up after school hours.

Lost and Found

All student items lost or found will be sent to the office for identification. If the item's proper owner cannot be determined, it will be placed in the lost and found bin located next to the main office. Non-uniform items and/or objects of significant value may be secured in the office for safekeeping until the owner claims the item. Only adults on file with the school will be able to request lost and found items that are in the possession of the office. Periodically the Lost and Found

bin will be offered as donations. Forty-eight-hour notice will be provided for those that would like to claim lost items.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Instructional Program

Grow Public Schools Model

We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, Structured English Immersion, and the Edible Schoolyard experiential learning approach-in which students explore how healthy food is grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

What Makes Grow Different

Hands On Learning

Engages students in practical experiences, fostering deeper understanding and retention of knowledge.

Health & Wellness

Prioritize a health and wellness focus to promote physical, mental, and emotional well-being among students.

Learning Lab

Personalized learning that tailors instruction to each scholar by name, knowledge, and unique needs.

Extended Day Schedule

Promotes deeper engagement, skill enhancement, fostering comprehensive student growth.

Smaller Class Size

Prioritizes small class sizes TK-2nd grade and a 2-educator per classroom model for all grades TK-8th.

Full Inclusion

Promotes equal access and integration of students with disabilities into regular classrooms.

Edible School Yard

The Grow Public Schools Edible Schoolyard comprises over a half-acre organic garden and a kitchen classroom. The goal of the program is that every child at Grow Public Schools has the opportunity to share in the cultivating, planting, harvesting, cooking, and eating delicious, healthy food. Through this process, it is our goal to encourage children in their discovery and development of a healthy relationship with the food they eat. Academic concepts are brought to life and students are able to make connections between food, the environment and lifelong wellness. GPS encourages students to explore and awaken their senses to the world around them and to enjoy and appreciate food through our seed to table education.

Students are engaged in hands-on learning garden and kitchen classes throughout the school year, enabling them to see and taste each season. Typical classes are 70-minutes long, one grade, and one week at a time. In the garden, students cultivate, irrigate, plant, tend to and harvest crops.

The fruits of their hard work are then taken into the kitchen classroom where they prepare, create, cook and taste a delicious recipe. Arithmetic, science, history, social science and language arts are seen and connected throughout each class. Students learn the importance of recycling and compost in the Edible Schoolyard.

As students plant and eat their way through each season, they will learn the values of: environmental stewardship, seasonality, personal expression, active learning, collaboration and cooperation, nourishment of self, family and community and ultimately strengthen their own awareness of the world around them.

Music Program

Students will have music to explore a wide variety of musical genres and styles as they learn the basics of reading and writing in standard musical notation. A classroom set of instruments will be available for students of all grade levels including ukuleles, xylophones, and an assortment of hand percussion. In addition to our instrumental program, music class will cover singing techniques, kinesthetic movement, and the importance of responsible musicianship. Students will enjoy learning to love and appreciate music through interactive media, games, group projects, and first-hand experience.

Art Program

Students will attend art class to learn about types of art, artists, and cultural awareness. Students will also be exposed to art techniques in watercolor, charcoal, pencil and paint. Other areas of art will be introduced based on grade level and student readiness.

Physical Education

Grow Public Schools Physical Education goal is to increase students' quality of life by teaching proper exercise and nutrition and to incorporate cross-curricular activities in the subjects of math and science in order to increase their learning effectiveness. The P.E. program will serve as a complement to the Edible SchoolYard and Grow Café's Wellness program. Students will rotate to P.E. one to two times a week.

State Testing

Grow Public Schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.)

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

Family Teacher Team Conferences

The model promotes student engagement, increases confidence and attendance, as well as improves parent-teacher communication and parent self-efficacy for supporting student learning at home. It encompasses classroom team meetings each year. The "classroom team" consists of the classroom teacher and all the parents/guardians in the class. In these group meetings, the teacher reviews and explains class-level academic data, in addition to providing parents and family members with individual data about their own child's performance and helping parents set 60-day SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) academic goals for their children. Teachers model and provide materials for activities that parents can do with their children at home, giving parents time to practice these activities with each other in a small group setting. In addition, parents can share tips among themselves. Teachers lead these meetings with their advisory/homeroom classes. At Grow Public Schools, these

nights are scheduled throughout the school year and are paired with one-on-one conferences each semester.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

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

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall

be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, and seven, whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal to obtain this information.

Retention Policy

Grow Public Schools believes in maintaining communication with parents/guardians about achievement throughout the year in each of our four grading periods. We do not believe in social promotion. Only students making progress towards grade level proficiency will be promoted to the next grade. Parents will be provided with information that will clearly state retention warnings if their child is not ready for promotion to the next grade. At the end of the school year, the School’s Student Study Team (“SST”) will review each child’s

achievement file and individual needs to effectively determine retention. Parents will be advised in writing of student retention.

All school policies apply to all students regardless of age or gender. Our policies clearly indicate to the student when his or her actions and behavior are inappropriate and/or unacceptable.

Behavioral Expectations and Conduct Policies

Attendance Policy

Adopted: 6/20/23

Grow Public Schools is committed to maximizing the educational achievement of students throughout the school year. To continue learning, students are required to make up any and all work missed during their absence. Families are responsible for contacting teachers for makeup work missed during any absence, regardless of the reason.

Definitions

- *“Tardy”*: Grow Public Schools starts at 8:00 AM Students shall be classified as tardy if the student arrives after that time.
- *“Unexcused Absence”*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *“Truant”*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the principal or designee.
- *“Habitual Truant”*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse

for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- “*Chronic Truant*”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- “*School Attendance Review Team (“SART”)*”: The SART panel will be composed of Principal, Assistant Principal, Attendance Clerk and FACE Liaison. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Required remediation plan as set by the SART
 - i. Notification to the County District Attorney
 3. The SART panel may discuss other school placement options.
 4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences

A student's absence shall be excused for the following reasons:

- personal illness, including an absence for the benefit of the pupil's mental or behavioral health;
- due to quarantine under the direction of a county or city health officer;
- for the purpose of having medical, dental, optometric, or chiropractic services rendered; Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- for the purpose of attending the funeral services of a member of student'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; "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.
- for the purpose of jury duty in the manner provided for by law;
- 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. (The school does not require a note from the doctor for this excusal).
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Principal; or designee pursuant to uniform standards:
 - a. an appearance in court,
 - b. observance of holiday or ceremony of the student's religion,
 - c. attendance at religious retreats, or
 - d. attendance at an employment conference,
 - e. attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

Principal

- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- Authorized at the discretion of the Principal or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- To permit the student to spend time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in Education Code 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 Principal;

- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice
- Has a severe cough

Unexcused Absences

Under the law, **unexcused** absences include, but are not limited to, absences for the following reasons:

- Parent's illnesses or appointments
- Sibling's illnesses or appointments
- Car trouble
- Taking care of siblings
- Working
- Fatigue or oversleeping
- Running errands with parent

There will be a limit to the number of unexcused absences allowed. Student absences will be analyzed every quarter. If a student has more than four unexcused absences a quarter, the student and a parent/guardian will be required to attend a truancy meeting on an assigned Saturday. If you do not attend the truancy meeting, you, the parent/guardian, and student, will be reported to the Board of Directors and required to attend a SARB hearing.

In addition, a student may be retained in their grade level if they accrue 10 or more unexcused absences. Grow will work with families who are migrant workers to ensure a space is held for any federally identified migrant student who is admitted and must leave due to a parent or parents' migrant occupation so that the student may return within the same school year

Verifying Absences

All absences require appropriate documentation, i.e. a note from a doctor or medical facility, court documents, parent note, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below) and your child will be considered truant to school which has serious consequences.

A parent or adult caregiver must notify the school as soon as possible or within 24 hours absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform us of an absence by 8:00 a.m. If the school is not notified or the student does not report to school the next day with a note, the absence will be considered unexcused (see above).

Healthcare provider verification:

- a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (10) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

The school office should be informed promptly if your child has a communicable disease so that we can properly secure the safety and well-being of the school community, if necessary.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter**

#1 – Truancy Classification Notice” from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **“Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,”** notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **“Truancy Letter #3 – Referral to SART Meeting”** and the student will be referred to a Student Success Team (SST) and the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student’s parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student’s enrollment

and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

Grow Academy will not have any involuntary removals of students except as provided for in Education Code section 48900 et seq. Further, no student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a

foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

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

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

Non-Discrimination

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

Reports

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

Visitor Policy

At Grow Public Schools, we welcome guests to explore our campuses and learn about our innovative educational environment. As a school community, the safety of our students, staff, families and guests is paramount. Our schools have a legal responsibility to care for the health, safety and wellbeing of all students and staff. Our duty of care includes 'safeguarding' all students from being subjected to any form of harm or abuse. It is the responsibility of the Governing Body (e.g. Board of Directors) and the Site Administration (e.g. Principal) to ensure that this duty is implemented at all times. In performing this duty, the Governing Body recognizes that there can be no complacency where child protection and safeguarding procedures are concerned. The school therefore requires that ALL VISITORS, without exception, comply with the following policy and procedure.

Policy Responsibility

All staff members of Grow Public Schools are responsible for the implementation of the School Campus Visitor Policy and Procedures. All breaches of this policy must be reported to the site Principal immediately.

Where and to Whom the Policy Applies

The school is deemed to have control and responsibility for its students anywhere on the school site, during normal school hours, during the after-school program , and on school organized (and supervised) off-site activities. The policy applies to: all teaching and non teaching staff employed by the school, all external visitors entering the school site during the school day or during the After-School Program (ASES) hours, all parents (including parent helpers), other education-related personnel (ex. County Office of Education staff, Counselors, Health Care representatives), and building and maintenance contractors.

Section 1: Protocol and Procedures

1. All visitors to the school will be asked to provide formal identification at the

time of their visit. When possible the school office/ reception staff should be informed of all prearranged visitors to the school. All visitors must report to the school office/ reception first and should not enter the school via any other entrance. At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification. Visitors who are unable to produce a formal identification (e.g. government issued or other verifiable photo ID) may not be permitted on-campus without consent of the school site Principal or appointed designee.

2. All visitors have their identification scanned by the electronic visitors' system(which is kept in the school office/ reception at all times) which will record their name, picture, purpose of visit and time entered. The system will also run a background check on the national sex offender database
3. Any visitor who is positively matched on the Sex Offender Registry will not be allowed on campus unless they are a parent/guardian of a student and have written permission from the site Principal specifying the dates and times for which permission has been granted.
4. All visitors will be required to wear an identification badge, the badge must remain visible throughout their visit.
5. All visitors will be escorted and supervised while on campus.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.
7. On departing the school, visitors should leave via the school office and:
 - a. Check-out with the front desk receptionist
 - b. Return the identification badge to the school office/ reception

Section 2: Unknown/ Unplanned Visitors to the School

1. Any visitor to the school site who is not wearing an identity badge must identify themselves and their business at the school. They should then be escorted to the school office/ reception to log in to the visitor system. The procedures above then apply.
2. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, 3. district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Grow Public Schools shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law

and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Grow Public Schools, consistent with the law. The Grow Public Schools Governing Board and Bureau of Children's Justice in the California Department of Justice, at

3. BCJ@doj.ca.gov will be timely informed regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes, as recommended by the Attorney General.

Section 3: Staff Development

1. As part of their onboarding, all staff will be made familiar with this policy for external visitors and asked to ensure compliance with its procedures at all times.

Section 4: Withdrawal of Consent to be on Campus and Removal from Campus

1. The Principal or designee may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.
2. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Grow Public Schools' orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to Grow Public Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
3. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
4. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal with fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference

with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Grow Public Schools Board of Directors. The Grow Public Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

5. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
6. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Section 5: Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to Grow Public Schools' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Uniform Dress Code Policy

We believe that students should focus their energy and attention on their academic growth and not on the style of clothes worn by their peers.

Students should be **Dressed for Success**. Uniforms should be kept neat and clean at all times and fit appropriately.

All uniforms must be in clean condition without holes or tears. Grow Academy polo shirts and outerwear must be pre-ordered through the main office.

- Tops
 - TK-6th Dark Green Polo Shirt with Grow Academy Logo
 - 7th-8th Black Polo Shirt with Grow Academy Logo
- Bottoms
 - Khaki Shorts, Skirt, Pants or Skorts
 - Plaid Skirt
 - Plaid Jumper
 - Brown or Black belt
 - **All bottoms must be no shorter than 4 inches above the knee and must be worn at the waist**
 - No cargo pants are allowed
- Outerwear (all outerwear must have a Grow Academy Logo)
 - Black Crew Sweater with Grow Academy Logo
 - Black Zip Hoodie with Grow Academy Logo
 - Black Fleece Vest with Grow Academy Logo
 - Black Soft-Shell Jacket with Grow Academy Logo
- Footwear
 - Solid White Socks
 - Shoes may not be open toe or backless
 - Tennis shoes must be worn during PE
- Hair
 - Hair must be a natural color (Blonde, Brown, Black, Natural Red)
 - Hair, sideburns, mustaches, and beards may be worn at any length or style.
 - Hair must be neatly groomed, not covering the eyes
- Jewelry
 - Earrings may not dangle from the ear, studs only
 - No plugs or spikes allowed
 - No facial jewelry allowed (Nose, Tongue, Eyebrow rings)
- Make-up
 - Make-up must be natural looking
 - No fake eyelashes
- Backpacks: All backpacks must be free of graffiti, additional logos, patches, stickers or buttons

Uniform Violations

If students do not come to school in their uniform, their parent/guardian will be contacted and will be asked to bring a change of clothes for their child. Students will receive a -5 deduction for being out of uniform. Financial assistance is available for those who need support with purchasing uniforms.

Uniform Purchasing - Vendor Options (*please note these are non-exhaustive and that uniform clothing may be purchased anywhere as long as it conforms with the above policy)

Official Grow Academy uniform pieces may be ordered online with our preferred vendor, French Toast. The link to the uniform site can be found on our websites.

The school will make one set of required Grow Academy Logo uniform pieces (a Grow Academy Logo top and a Grow Academy Logo outerwear piece available to each student free of charge for the student's use during the school year.

Free Dress Days

Certain days are designated throughout the year as Free Dress Days or Spirit Days (usually linked to an accomplishment). The school uniform does not have to be worn, but the clothing must meet these guidelines:

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff. Grow Academy t-shirts may be worn on free dress day.
2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings. The following are not permitted: fishnet stockings, sagging pants, jeans that are distressed, have holes, or patches with logos, or bottoms with extensive rips.
3. Hats/Hoods: No hats, beanies, or hoods are to be worn in the classroom or any building on school grounds. Head coverings worn for religious reasons will be allowed. Hats may be worn outside as sun-protection. Bandanas, curlers, "do-rags," hairnets, or other head coverings are not permitted.
4. Shoes: The following shoes are not permitted: backless shoes, sandals, crocs, cleats, Heelys, open-toed or high-heels.

5. No pajamas unless stated otherwise.
6. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Student Search & Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on

the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device. The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Computer/Internet Access Policy

Refer to the Technology Acceptable Use Policy and Student Internet Permission Agreement.

Personal Belongings

Students are NOT allowed to have the following items at school:

- Gum
- Toys/games cards
- Candy/sweets/junk food/sodas
- Weapons/toy weapons
- Hand-held game systems/iPad/Tablets
- MP3 Players/Radio/iPod
- Cell phones (leave in office)
- Jewelry (including rubber band bracelets)
- Earrings (except stud earrings no larger than a pencil eraser, or ¼ inch in width)

- Make-up
- Cash
- Any illegal substance
- Matches/any flammable items

Confiscated Items Retrieval Policy

All items confiscated from students will remain in the main office until picked-up by parents. Any items left at the end of the school year will be given to charity.

Restroom Policy

- Students should use the restroom either before school, during recess, lunch or afterschool. Permission must be obtained from a teacher for emergency bathroom needs during instructional time or supervised passing periods.
- Loitering is not permitted in bathrooms.

Professional Boundaries: Staff/Student Interaction Policy

Grow Public Schools recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

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

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;

3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.

- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Student Health & Safety

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
<p>TK/K-12 Admission</p>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p>Entering 7th Grade</p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Physical Examinations and Right to Refuse

Students are screened for vision, hearing and scoliosis. Grow Public Schools adheres to Education Code Section 49450 et seq., as applicable to the grade

levels served by Grow Academy. A parent or guardian may file annually with the Principal a statement in writing, signed by the parent or guardian, stating that he or she will not consent to a physical examination of his or her child.

Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school is satisfied that any contagious or infectious disease does not exist.

Human Trafficking Prevention

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

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

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes shall be made available by the CDE, on the CDE's website. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Mental Health Services

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

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (661) 390-4486 for Arvin and (661) 630-7220 for Shafter. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact a Special Education Coordinator at either site to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at the respective school site.

Available in the Community:

- Arvin Counseling / Therapy Services
Address: 7839 Burgundy Ave. #1508 Lamont, CA 93241
Phone: 661-845-5100

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

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

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Pregnant and Parenting Students

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses.

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

Grow Public Academy Arvin
Jenny Bard, Principal
661-855-8200
jbard@Grow Publicschools.org

Grow Public Academy Shafter
Lacie Harris, Principal
661-630-7220
lharris@Grow Publicschools.org

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

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the

athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link:

<https://www.cdc.gov/dhdsdp/docs/cardiac-arrest-infographic.pdf>

Special Populations

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
 1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).

2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
 - *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
 - *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Foster and Mobile Youth Liaison: The Superintendent or designee designates the following staff position as the Liaison for Foster and Mobile Youth:

Grow Academy Shafter

School Social Worker
471 W Los Angeles St,
Shafter, CA 93263
(661) 630-7220

Grow Academy Arvin

School Social Worker
901 Nectarine Ct,
Arvin, CA 93203
(661) 390-4457

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child

and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of

educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

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

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

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Grow Academy Shafter

School Social Worker
471 W Los Angeles St,
Shafter, CA 93263
(661) 630-7220

Grow Academy Arvin

School Social Worker
901 Nectarine Ct,
Arvin, CA 93203
(661) 390-4457

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such

youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the

students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status,

monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the [SELPA/AUTHORIZER]. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school's principal.

Student Rights and Complaint Procedures

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of

the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Grow Public Academy Arvin
Jenny Bard, Principal
661-390-4486
jbard@growpublicschools.org

Grow Public Academy Shafter
Lacie Harris, Principal
661-630-7220
lharris@growpublicschools.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Student Records, including Records Challenges and Directory Information

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

1. The right to inspect and review the student's education records within 5

business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms

and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as

- defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
 3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
 6. Accrediting organizations in order to carry out their accrediting functions;
 7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
 8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
 9. Persons who need to know in cases of health and safety emergencies;
 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility

for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

- Student’s name
- Student’s address
- Parent’s/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent’s/guardian’s electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the School Principal at:

Grow Public Academy Arvin
Jenny Bard, Principal
661-855-8200
jbard@growpublicschools.org

Grow Public Academy Shafter
Lacie Harris, Principal
661-630-7220
lharris@growpublicschools.org

A copy of the complete Policy is available upon request at the main office.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
 - Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.
 7. Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Grow Public Academy Arvin
Jenny Bard, Principal
661-390-4486
jbard@growpublicschools.org

Grow Public Academy Shafter
Lacie Harris, Principal
661-630-7220
lharris@growpublicschools.org

8. Only complaints regarding pupil fees or LCAP compliance may be filed

anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

9. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.
10. The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.
11. The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:
 - The Charter School failed to follow its complaint procedures.
 - Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
 - The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
 - The legal conclusion in the Charter School's Decision is inconsistent with the law.

- In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

12. A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

with 5 C.C.R. § 4622.

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

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Grow Public Schools ("GPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

GPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.² GPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in GPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom GPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the GPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

² Grow Public Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by GPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by GPS to provide an aid, benefit, or service under GPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from GPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access GPS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within GPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in GPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through GPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.

- o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in GPS's education program or activity at the time of the alleged sex discrimination.

Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) GPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in GPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to GPS that objectively can be understood as a request for GPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of GPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom GPS has designated as confidential under Title IX for the purpose of GPS providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated GPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to GPS's education program or activity, including measures that are designed to protect the safety of the parties or GPS's educational environment; or (2) provide support during GPS's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Trustees of GPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator") for their respective school:

Lacie Harris, Principal

Grow Academy Shafter

(661) 630-7220

lacieharris@growpublicschools.org

Jenny Bard, Principal

Grow Academy Arvin

(661) 855-8200

jbard@growpublicschools.org

The Coordinator is responsible for coordinating GPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure GPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct

prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

GPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

GPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes GPS from requiring an employee or other person authorized by GPS to provide aid, benefit, or service under GPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at GPS, if any, can be found on the GPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;

- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether GPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents GPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within GPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or GPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Chief Business Officer, who is an

appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of GPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under GPS's Title IX grievance procedures, GPS may offer an informal resolution process to the parties. GPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by GPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. GPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

GPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in GPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

GPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

GPS will treat complainants and respondents equitably. GPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

GPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

GPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

GPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to

obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

GPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.³ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, GPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

GPS may dismiss a complaint if:

- GPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in GPS's education program or activity and is not employed by GPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and GPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- GPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, GPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;

³ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable GPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- GPS's grievance procedures and any informal resolution process;

- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to GPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if GPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

GPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with GPS's policies.

GPS may remove a respondent from GPS's education program or activity on an emergency basis, in accordance with GPS's policies, provided that GPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. GPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by GPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the

privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless GPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

GPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find GPS's determination unsatisfactory, the party may, within five (5) business days of notice of GPS's determination, submit a written appeal to the Superintendent, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from GPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by GPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within GPS's education program or activity.

No party, witness, or other person participating in GPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on GPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

GPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the GPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to GPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of GPS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide GPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any GPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing GPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

GPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions GPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. GPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.



TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize GPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by GPS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Grow Public Schools ("GPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom GPS does business, and all acts of GPS's Board of Trustees ("Board") in enacting policies and procedures that govern GPS.⁴

⁴ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

GPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

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

- Placing a reasonable student ⁵ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the

⁵ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

GPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

GPS informs its employees, students, and parents/guardians of GPS's policies regarding the use of technology in and out of the classroom. GPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

GPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GPS and encourages students to practice compassion and respect each other.

GPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will

also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GPS informs GPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

GPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GPS employees who have regular interaction with students.

GPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

GPS also informs certificated employees about the groups of students determined by GPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GPS's students.

Complaint Procedures

Scope of the Complaint Procedures

GPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment,

discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the GPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

GPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of GPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of GPS's Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Academic Officer if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and GPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

GPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Academic Officer will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from GPS or termination of employment.

Right of Appeal

Should a complainant find GPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of GPS's decision or resolution, submit a written appeal to the Superintendent, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.



HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize GPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by GPS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Firearms Safety Memorandum

To: Parents and Guardians of Students of Grow Public Schools

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students of Grow Public Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.⁶
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless

⁶ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.⁷

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.⁸
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁹

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

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

Date published: 08/21/2023

California Department of Education

GROW PUBLIC SCHOOLS DISCIPLINE POLICY

GPS has demonstrated a history of success in teaching appropriate student behaviors as a core

component of establishing a culture of excellence on campus. GPS implements a PBIS framework that is evidence-based and takes a tiered approach to students' behavioral, social, emotional, and mental health. GPS strives to create a culture of excellence through maintaining a positive, predictable, equitable and safe learning environment where everyone thrives. Throughout the year teachers receive ongoing professional learning and individualized coaching to support the implementation of PBIS on campus.

GPS uses a continuum of evidence-based practices to support individual student needs and collaborates with families and the community to ensure all adults on campus lead through a trauma-informed perspective and embrace culturally responsive practices. This work is led on campuses by the Culture Leadership Team

⁷ See California Penal Code section 25100(c).

⁸ See California Civil Code Section 29805.

⁹ See California Civil Code Section 1714.3.

(CLT) which includes a Dean of Culture, a School Counselor, and a School Social Worker. This team convenes regularly to review data related to the culture and climate of the campus in order to address individual and collective needs. Examples of data include: average daily attendance, chronic absentee rates, office referrals, Kickboard data, and survey data. Through regular data analysis the CLT works to improve culture by designing additional professional learning for teachers, providing group or individual counseling for students, or launching schoolwide campaigns, among a myriad of other potential strategies. The CLT also facilitates other groups on campus that support the work including a PBIS advisory team who provide guidance on the improvement of PBIS systems as well as a Coordination of Services Team who oversee Tier 2 programming. Annually, the team completes the Tiered Fidelity Inventory which provides a measure of the extent to which the school is applying the core features of PBIS. The results are then used as part of continuous improvement efforts.

School Wide Behavior Supports

Each GPS's campus is empowered to develop school wide expectations aligned to the organization's mission, vision, and core values. Each campus, however, uses the same tiered structures, curriculum, and practices to respond to school needs.

Grow Academy Arvin STAR Values

- **Scholarly:** As GA scholars, we will follow directions, use appropriate voice levels, raise our hand for permission to speak and leave our seats, complete all assignments and always do our best work.
- **Trustworthy:** As GA scholars, we will arrive to class on time, take care of school materials and property, use appropriate language and behavior, and always tell the truth. Scholars will always remain safe throughout campus.
- **Assertive:** As GA scholars, we will always challenge ourselves, set ambitious goals, use good judgment, advocate for others and be a positive role model.
- **Resilient:** As GA scholars, we will try our best, increase effort when things get tough, ask for help, and will always keep a positive attitude.

Grow Academy Shafter COMETS Values

- **Compassionate** towards ourselves, each other, and our planet.

- **O**bservant and seek solutions to problems.
- **M**otivated to conquer anything that comes our way.
- **E**ncouraging our peers to always do their best.
- **T**rustworthy and always doing what's right.
- **S**cholarly, punctual, prepared, and productive.

Tier 1: Universal Supports for All Students

At GPS, Tier 1 systems, data, and practices are intended to support everyone including students, teachers, and staff throughout campus. We establish a foundation by explicitly teaching schoolwide expectations across all learning environments and work proactively to achieve a culture of excellence. Below are key practices at this level:

- Collaborating with students, families, and school employees to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills.
- Aligning classroom expectations with schoolwide expectations.
- Explicitly teaching expectations and skills to set all students up for success.
- Encouraging and acknowledging expected behavior.
- Preventing and responding to unwanted behavior through a restorative approach.

With health and wellness at the forefront of the GPS program, both campuses embed daily social-emotional learning opportunities. At the beginning of the day students have the option to have breakfast in the classroom. This helps students transition to the academic day and strengthen relationships with peers and educators. Following breakfast students engage in a community circle or SEL lesson using the Getting Along Together or Second Step curriculum.

Universal programming also includes a token economy system that provides students feedback on their behaviors through bonuses and deductions. GPS uses the online platform Kickboard to administer bonuses and deductions that result in a weekly check that both enhances communication between school and home and motivates students to engage in appropriate school behaviors. Both campuses

provide behavior incentive programs that include special activities, field trips, as well as a student store.

Tier 2: Targeted Supports

In addition to the Tier 1 foundation, students identified as needing Tier 2 support receive an additional layer of services to target their individual needs. The support provided at Tier 2 is more focused than at Tier 1 but not as intensive as Tier 3. The school's Tier 2 strategies include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills primarily in a small group setting
- Increasing adult support and supervision during unstructured portions of the school day (e.g. recess and lunch)
- Providing additional opportunities for positive reinforcement
- Creating specific classroom support plans that include an increase in prompts and re-directions
- Increasing school-family communication

Tier 3: Intensive and Individual Supports

GPS serves a small minority of students at the Tier 3 level when Tier 1 and 2 services have been insufficient. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Providing additional opportunities for positive reinforcement
- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Providing individualized counseling
- Providing individualized social skills instruction
- Coordinating wraparound services and making community referrals as is necessary
- Implementing individualized, comprehensive, and function-based support

GPS Progressive Discipline Policy

Where appropriate, discipline is needed to correct inappropriate behaviors on campus. GPS

believes discipline should be progressive. The progressive discipline policy applies to all

students enrolled in a GPS.

Consequences and Interventions

GPS believes that behavioral consequences are intended to intervene to and serve as an

opportunity to teach appropriate behaviors for a school campus. The goal of progressive

consequences and corresponding interventions are to encourage prosocial behavior. Consequences are one way to create student accountability for behavioral changes.

The goals of the GPS's discipline philosophy include:

- A student understanding how the behavior has caused harm
- Acknowledgement of a different response than the behavior that was committed
- A student assuming responsibility for their actions
- Opportunities to learn prosocial strategies and skills to use in the future
- An understanding that the GPS discipline policy is progressive and more intensive consequences result if a behavior reoccurs

When choosing an appropriate interventions and consequences for a student's behavior, school staff should consider the following:

- GPS Behavior Matrix
- Age and developmental stage of the student
- A student's disability or special education status
- Prior conduct
- A student's accountability for their actions and willingness to repair that was caused
- Seriousness of the offense

- The degree of harm caused within the school community
- The safety of any student or staff member

A comprehensive list of major and minor behaviors are listed in the table below with suggested consequences and interventions.

Levels of Response (Consequences & Interventions)		
Level 1 Teaching & Guiding	Level 1 behaviors are minor scholar actions that are in conflict with the schoolwide expectations. These can be small, isolated incidents or the <u>first offense</u> within a defined period of time.	
	<i>Example Level 1 Behaviors</i>	<i>Adult Expectations & Possible Consequences</i>
	- Not Following Directions	For these Level 1 behaviors the expectation is that an adult provides the least invasive intervention which will likely start with guidance and a redirect and if minor behavior persists beyond initial redirect. At this stage teachers should be focused on teaching the desired behavior. Students with supplemental behavior needs should be provided additional support in order to meet classroom expectations.
	- Out of Uniform	
	- Minor Peer Conflict (e.g. distracting another student)	
	- Talking out of Turn	
	- Missing Materials/Not Ready to Learn	
	- Non Approved Item (e.g. gum)	
- Minor Unsafe Behavior (e.g. running)		
*For repeated level 1 behaviors (not escalating in intensity) teacher should assign a Kickboard deduction.		
Level 2 Classroom Managed	Level 2 behaviors are minor scholar actions that are in conflict with the schoolwide expectations. However, these behaviors have a more profound impact within the classroom and/or demonstrate a pattern.	

	<i>Example Level 2 Behaviors</i>	<i>Adult Expectations & Possible Consequences</i>
	- Hands on Behavior	<p>For these Level 2 behaviors the expectation is that an adult provide a consequence and document incident in Aeries.</p> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> - Kickboard deduction - Loss of Privileges - Lose Recess - Teacher/student behavior agreement - Teacher/student phone call home - Lunch Overtime <p>**Teachers should also employ a <u>variety</u> of interventions to proactively reduce misbehaviors. If after a period of classroom implementation interventions are ineffective, teachers should seek out Tier 2 support by utilizing the school's SEL referral process.</p>
	- Profanity	
	- Inappropriate Dress, Non-Uniform	
	- Peer Conflict	
	- Non Approved Items	
	- Late to Class	
	- Misuse of Property	
	- Disruption	
	- Technology Violation	
	- Inappropriate Displays of Affection	
	- Lying/Cheating	
- Non Cooperative Behaviors		
- Stealing/Possession of Stolen Property		
Level 3 Office Discipline Referrals Culture Team Managed	Level 3 behaviors are scholar actions that have escalated and require more intensive consequences and/or interventions. The behavior is either serious enough to warrant an investigation from the Culture Team or has risen to this level because scholar behavior persists after multiple classroom consequences and interventions.	
	<i>Level 3 Behaviors</i>	<i>Adult Expectations & Possible Consequences</i>
	- Inappropriate Dress, Non-Uniform (repeated offense)	When a scholar is involved in a Level 3 incident the expectation is that the witnessing adult use the school's procedures to create an Office Discipline

	- Late to Class (repeated offense)	<p>Referral. As a reminder if this is an escalated repeated offense there should be a history of consequences documented via Aeries discipline records.</p> <p>Possible Consequences</p> <ul style="list-style-type: none"> - Loss of Privileges - Culture Team/student behavior contract - Student sent home pending Parent / Culture Team Conference - In-School Suspension - Suspension - Expulsion - Restitution/ Community Service <p><i>*In accordance with EdCode the Culture Leadership Team will also determine appropriate interventions utilizing the school's MTSS framework.</i></p>
	- Inappropriate Displays of Affection (repeated offense)	
	- Lying/Cheating (repeated offense)	
	- Non Cooperative Behaviors (repeated offense)	
	- Stealing/Possession of Stolen Property (repeated offense)	
	- Bullying	
	- Contraband	
	- Harassment	
	- Verbal/Written Aggression	
	- Sexual Harassment	
	- Physical Aggression	
	- Property Damage	
<p>Level 4 School Safety Concerns Culture Team Managed</p>	<p>Level 4 behaviors involve the removal of the scholar from the school environment due to the severity of the behavior or because previous consequences and interventions have failed to bring about proper conduct. These consequences should be paired with interventions that continue to provide support for appropriate on campus behavior.</p>	
	<i>Level 4 Behaviors</i>	<i>Adult Expectations & Possible Consequences</i>
	- Any Level 3 Repeated Offenses	<p>When an egregious Level 4 behavior occurs, the witnessing adult will create an Assertive Discipline Record in Aeries. The Culture Team will then conduct an investigation and determine next steps.</p>

	- Any suspendable behaviors outlined via CA Ed Code	<i>*In accordance with EdCode the Culture Leadership Team will also determine appropriate interventions utilizing the school's MTSS framework.</i>
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The following discipline matrix is organized by offense in order to ensure the school's response is aligned to GPS philosophy.

Problem Behavior and Applicable Levels of Response					
If the problem behavior has two or more assigned levels, the lowest level consequence and intervention should be employed first. A Level 3 consequence should only apply if other means of correction have failed to bring about proper conduct or due to the nature of the action, the scholar's presence on campus is a danger to themselves or others.					
Problem Behavior	Level 1 Classroom Managed	Level 2 Classroom Managed	Level 3 ODR	Level 4 School Safety Concern	Required Law Enforcement Notification
Absence from Class or School					
Tardiness	●	●	●		
Late to Class	●	●	●		
Excessive Absences	●	●			
<i>*SB 274 - A student shall not be suspended or expelled solely based on absences from school activities)</i>					
Bullying					
Intentional physical or verbal conduct that has an effect described in law (EC 48900 (r))			●	● (4th - 8th Only)	

Severe or pervasive physical or verbal conduction that has an effect described in law (EC 48900 (r))			●	● (4th - 8th Only)	
Engaged in, or attempted to engaged in, hazing as defined in law (EC 48900 (q))			●	● (4th - 8th Only)	
Contraband - Tobacco					
Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))			●	●	
Possession of nicotine delivery systems (e.g. vaporizers; hookah) (EC 48900 (h))			●	●	
Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))			●	●	
Contraband - Alcohol					
Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			●	●	●
Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			●	●	●
Contraband - Controlled Substances					
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))			●	●	
Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c))			●	●	●

Used or offered a controlled substance (EC 48900 (c))			●	●	●
Sold a controlled substance (EC 48915 (c)(3))			●	●	●
Contraband - Weapons					
Possessed an imitation firearm (e.g. airsoft pistol) (EC 48900 (m))			●	●	
Possessed a knife or other dangerous object (EC 48900 (b))			●	●	
Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))				●	
Brandished a knife at another person (EC 48915 (c)(2))				●	●
Possessed an explosive as defined by federal law (EC 48915 (c)(5))				●	●
Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))				●	●
Disruption					
Engaged in behavior causing an interruption during class or other school activity	●	●			
Repeated and chronic behavior that creates an environment that inhibits teaching and learning	●	●			
Uniform					
Wearing clothing that does not align to the GPS uniform policy	●	●			
Harassment					
Minor annoyances toward other students	●	●			

Intentionally engaged in harassment, threats, or intimidation directed against school employees or student(s) causing a hostile environment		●	●	●	
Inappropriate Displays of Affection/ Sexual Harassment					
Inappropriate display of affection on campus		●	●	●	
Viewing or displaying obscene or sexually explicit content (EC 48900 (i))			●	●	
Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))			●	●	
Sexual harassment; severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (EC 48900.2)			●	● (4th - 8th Only)	
Committed or attempted to commit sexual battery or assault				●	●
Lying/Cheating					
Intentional lying		●	●		
Cheating or plagiarism		●	●		
Non-Cooperative Behavior					
Entering a school space without permission	●	●	●		
Failure to follow directions or respond to adult requests	●	●	●		
Physical Aggression					
Minor hands on behavior (e.g. poking another student)	●				

Minor physical aggression without injury		●	●		
Mutual fight (w/ little or no injury) (EC 48900 (a)(1))			●	●	
Mutual fight (w/ moderate physical injury) (EC 48900 (a)(1))			●	●	
Aides or abets in the inflicting of attempted infliction of physical injury (EC 48900 (t))			●	●	
Attack of attempted attack on student causing physical injury (EC 48900 (a)(1))			●	●	
Intentional assault or battery upon any school employee (EC 48915 (a)(1)(E))				●	●
Property Misuse/Damage					
Minor or accidental damage		●			
Attempted to cause damage to property (EC 48900 (1))		●	●		
Caused damage to property (EC 48900 (f))			●	●	
Stealing/Possession of Stolen Property					
Hiding other students or school property		●			
Stole school or private property (EC 48900 (g))		●	●	●	
Knowingly possessing stolen property (EC 48900 (l))		●	●	●	
Technology Violation					
Violation of GPS' acceptable use agreement for using school technology		●			
Use of electronic device(s) for which it is determined that such use directly causes		●	●	●	

physical or emotional harm as defined in law				(4th - 8th Only)	
Verbal and Written Aggression					
Minor verbal peer conflict		●			
Yelling or using aggressive language towards another student		●	●		
Minor name calling or teasing		●			
Repeated name calling or teasing		●	●		
Use of profanity not directed at others		●			
Use of profanity directed at others		●	●		
Threatened to cause an act of violence or physical injury			●	●	

Alternatives to Suspension

In conjunction with the Progressive Behavioral Policy and Restorative Practices program, GPS offers an Alternative to Suspension Program. This program is aimed at providing a meaningful reflective consequence to students who may periodically make poor choices or exhibit ongoing behaviors that are not reflective of our core values. This Alternative to Suspension Program will take place outside normal school hours in order to minimize the academic instructional time that may be missed as a result of a traditional suspension. While participating in this comprehensive alternative to Suspension Program, students may receive:

- Positive Decision-Making Strategies
- Cause and Effect Relationships Instruction
- Reflective Behavioral Activities
- GA Arvin STAR Values Exercises or GA Shafter COMETS Values Exercises
- Math and ELA Instruction
- Career Readiness Education and Planning

- Building Relationships Strategies.

The Parent / Student Handbook has been established to clearly describe discipline expectations in order to promote learning and to protect the safety and well-being of all students at the school. When the suspension and expulsion policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Charter School's staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Student Suspension and Expulsion Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the

Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

The Charter School administration shall ensure that students and their parents/guardians¹⁰ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process

¹⁰ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially

recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's
- r) academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

3. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual

student other than the student who created the false profile.

- c) An act of cyber sexual bullying.
 - i) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - d) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - e) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - f) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - a) Brandished a knife at another person.
 - b) Unlawfully sold a controlled substance listed in Health and Safety Code

Section 11053, et seq.

- c) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
- d) Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - e) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - f) Willfully used force or violence upon the person of another, except self-defense.
 - g) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - h) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - i) Committed or attempted to commit robbery or extortion.
 - j) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - i) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - ii) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - iii) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - iv) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - v) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - vi) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - vii) Harassed, threatened, or intimidated a student who is a complaining

witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- viii) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ix) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- x) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- xi) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- xii) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

- xiii) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- xiv) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with their academic performance.
 - (d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or

more of the effects as listed in subparagraph (1) above.

(d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3) An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

6. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
7. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension

and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for

expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.
11. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be

on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. Right to Appeal

If a student is expelled from school, the student or the student's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the Kern County Board of Education which shall hold a hearing thereon and render its decision (Education Code 48919). If the student submits a written request for a copy of the written transcripts and supporting documents from the Charter School simultaneously with the filing of the notice of appeal with the County Board, the Charter School shall provide the student with these documents within 10 school days following the student's written request.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

QR. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of the SELPA/District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial

relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

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

Charter School agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel

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

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

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

After School Activities

Grow Academy provides an After-School Program available to all students. To participate in the program, a contract must be completed and submitted to the school office prior to the first day of school.

For all extracurricular activities stated below, required contracts will list the established academic, behavioral, attendance, transportation and uniform prerequisites where applicable.

Activities include but are not limited to:

- Extended Learning Opportunities (Tutoring & Homework Hall)
- Arts & Crafts
- Various After School Clubs (Engineering; Comp. Tech)
- Learning Lab Time

- Community Service Opportunities
- Individual & Team Sports (Bear Mountain League)
- Opportunities for Physical Education Hours of Operation
- Educational Field Trips

The After-School Program will be open from 3:45 pm to 6:00 pm. Parents picking up their children must request them at the front office. Proper ID may be required. Students are required to stay all 5 days until 6:00. The After-School Program will open at 1:00 pm on shortened days and close at 6:00 pm.

After School Program Early Release Policy

Grow Schools has established an After School Release Policy pursuant to Education Code Section 8483. It is the intent of the Legislature that elementary school students participate in the full day of the program every day during which students participate.

As a funding requirement, participating elementary school students are expected to attend the ASES program five (5) days per week for a total of 15 hours per week.

Grow Schools understands that situations do occur that cause students to need to leave early or miss a day altogether. The bulleted items contain examples of excusable reasons for signing out early, or missing the program, for a day.

- Documented medical, dental, or counseling appointments.
- Family emergency.
- Illness.
- Weather conditions.
- Custody agreements and court appearances.
- Observance of religious holidays or ceremonies.
- Extreme transportation constraints.
- Parallel Program (Girl Scouts or Boy Scouts, sports league, tutoring, clubs, etc.). ● Parent choice (e.g. elementary school students attend a minimum of 15 hours per week).
- Walkers or bus riders; ASES students authorized by their parent/guardian to walk or ride the bus home. These students will be signed out of ASES 30 minutes before dark during the winter months.

It is the policy of Grow Schools that “Early Releases” are kept to a minimum. In the event of unauthorized instances of, or an unacceptable pattern of unauthorized early program departures, the Charter School will first hold an in-person meeting with the

parent or guardian to determine the reasons for the unauthorized early releases and to discuss whether the program is beneficial for the student. If unauthorized instances persist following the meeting, the student may be disenrolled.

The program encourages students to attend Monday – Friday after school until 6:00pm in order to gain the most benefit from the program and to be academically and socially successful.

For students picked-up before 6:00 p.m., we ask “authorized adults” to write their qualifying condition for early release in the Note/Early Release line next to their signature on the student sign- out sheets. In the event that a student needs to leave early on a set of days, the parent/guardian is asked to write the program a letter, with signature, for the specific days, dates, and time.

This Early Release Policy is to be applied on a student-by-student basis.

Early Release 2024-2025

Student(s) Name:

Grade:

Early Release Date: Early Release Time:

This form serves as my request for the above student to leave the Grow Schools After School Program early due to one or more of the following that complies with the Grow Schools Early Release Policy. I understand the student attendance system will record the reason, date and time, if the early release is approved.

Any early release arrangements may impact after school funding and the student's benefits to the program. Certain grant requirements limit the use of this policy. All early releases require the approval of the Site Coordinator.

Check Applicable Box(es):

- ER-1** Attending an on-site Parallel Program (e.g., Intervention, SES, Sports, etc.).
- M T W TH F Everyday Release Time:
- ER-2** Participating in an off-site program requiring prior parent authorization (e.g., Dance, Catechism, City Sports Leagues, etc.) M T W TH F Everyday Release Time:

- ER-3** Family Events/Affairs (e.g., Family Reunion, etc.)
- ER-4** Medical/Dental Appointments
- ER-5** Walkers/Time Change/Weather Conditions (i.e., heavy rain, fog, snow, storms)
- ER-6** Family Hardship (e.g., transportation)
- ER-7** Family Emergencies (e.g. death in the family, catastrophic incidents, etc.).
- ER-8** Illness or injury during program time (program staff should call parent or guardian).
- ER-9** Other conditions directed by the school and/or School Board relating to student safety, student developmental needs, or age-appropriate expectations for academic performance after school (reason must be written on the Early Release Agreement and recorded in the student attendance system).

**Person signing this form must be an authorized Parent/Guardian on the Grow Schools Enrollment Form. For students who walk home this form must be completed when the child is enrolled.

Parent/Guardian Name (Please Print):

Parent/Guardian Signature:

Site Coordinator Approval Signature: Date:

Specific Procedures Applicable to Arvin Campus

Bicycle Policy

Students are allowed to come to school on bicycles, though they may not be used on campus. Bicycles should be locked up in the designated area and picked up after school. The school will not be responsible for lost or damaged items brought to school.

Foggy Days/ Delays

Because Grow Public Schools does not utilize school buses, we do not have fog delays. Please use discretion in determining when it is safe to bring your child to campus on foggy days.

If the County elects to close all schools in the county for any weather or disaster emergency, Grow Public Schools will be closed.

School Evacuation Procedures

The Emergency Response Plan is a preparatory measure. Statistics show schools are still among the safest places to be on a day-to-day basis due to the strong commitment of educators, parents, and communities to their children. Nevertheless, disasters do happen and, because of that, no community can be complacent in its efforts to make its schools even safer. As a result, the following plan has been implemented.

Drills – To prepare all Grow Academy students to act on a moment's notice during an emergency, we will be conducting emergency practice drills at the school.

These drills, which will occur on a periodic basis throughout the year, will cover a variety of circumstances. In addition to practicing the drills, we will also be discussing with the students the appropriate actions to take during a variety of emergencies. These drills and accompanying discussions are designed to prepare your child to act quickly and to minimize your child's fear, should an emergency occur.

Parent-Hand Off -The Emergency Response Plan also incorporates a systematic approach to reunite children with their parents. The map identifies two sites for the Parent-Hand Off. The first site is located on Nectarine Court and the second site is located on Grapevine Drive. These locations are activated only when the school premises must be evacuated. However, in some cases it may be necessary to use an alternate location. Due to the unpredictable nature of any emergency, we will only be able to tell you where the Parent-Hand Off is located at the time of the emergency.

Reuniting With Your Child -In order to ensure your child's safety, it is necessary for us to establish procedures regarding student pickup. Therefore, please be advised of the following guidelines when picking up your child from Grow Academy. Only individuals designated on the student's Emergency Information Card can pick up your student.

- **It is critical that the information and phone numbers on your child's Emergency Information Card are current.** We will be using this information to contact you with the evacuation process and location for picking up your child.
- **You will be required to present valid identification.** This step is required to protect your child from any unauthorized individuals attempting to pick up your child.
- **You will be required to sign for the release of your child.** This is extremely important as it is our only means of ensuring that all students are accounted for at all times. Please do not take your child without signing for their release. We recognize

that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety. You may be jeopardizing your child's or another child's safety by not adhering to these procedures.

- **Keeping Informed During an Emergency** -During a real emergency, you probably will not be able to reach the school by phone, as staff will be busy responding to the emergency and the needs of the students. We will, however, make every effort to contact parents, either directly, or through our School Reach Program (ParentSquare). Please do not call the school during an emergency. Phone lines need to be kept accessible at all times, and overloading the phone system may mean that the school will not be able to communicate with first responders.

Parking Lot/Driveway Safety

Grow Academy Arvin shares the responsibility of keeping the school zone safe for students with the Arvin Police Department. That includes the streets around the school and sidewalks. Parents are asked to follow traffic safety and speed limits as set by the Arvin Police Department. Student safety is our priority. We encourage parents to arrive early to avoid rushing. The parking lot in front of the administration office will be for staff parking only. See the GA Drop-off/Pick up Map.

As we start this year, we want to remind all of our families about the importance of safety, especially during drop-off and pick-up. It is very important that your family has a safe plan for morning drop-off and afternoon pick-up. All families must decide if their children will attend the after-school program, be picked-up after school, or allowed to walk home.

If you decide that your child is allowed to walk home, he or she will be released from classroom, escorted to the south gate, and allowed to exit without an adult escort. Please do not have your child walk to your vehicle in a parking lot or nearby area.

If you decide to pick up your child, he or she will be waiting for you in the classroom. Parents may enter the school through the main gate, walk onto campus and pick up the child at the classroom. Only you, or adults you have designated on your emergency contact form will be allowed to sign your child out. It is also very important that your child is aware of who will be picking them up.

Children who are designated to be picked-up will not be allowed to exit the classroom without an adult escort.

Grow Arvin Drop-Off and Pick-Up Procedures

Drop-Off in the Morning

Students may be dropped off at school beginning at 7:00 a.m. There will be no supervision for students until the gates open at 7:00am. Parents coming onto campus are required to sign in at the office. Students are to report to the designated waiting areas. Students will not be allowed to enter classrooms unless requested or allowed by a teacher.

Pick-Up in the Afternoon

Students may be picked up at 3:45 PM. Please be sure to inform the office whether your child is walking home or being picked up on a daily basis. If they are attending the After School program, they must be picked up by 6:15 PM. Only those designated on the emergency contact form may pick up a student from school. If someone new is picking your child up from school, please call the main office to inform them of the change.

Driving to Grow Academy Arvin

Use extreme caution in any areas around the school. Staff will be stationed along the street to assist with traffic control and loading/unloading of students. Please drive responsibly and do not drive across the dirt lot north of the campus. There will be no access to Grow Academy Arvin through the existing alley. Please follow the map to ensure safety for all of our students. We appreciate your cooperation.

Early Release

Students may be picked up for early release in the front office by adults that have been designated on the student's emergency card. All adults may be required to provide a valid form of identification.

Parent Engagement Hours Program

While volunteering is not required, GA families are welcomed to perform 30 volunteer "Engagement Hours" per family each school year that their child is enrolled. All approved activities coincide with positive parenting practices that help students succeed in school. Research shows that parents involved in their child's learning at school results in higher student achievement and overall school experience. Not all 30 hours need/can be completed in the classroom or by donations.

Examples of Parent Engagement Hours:

- Attending parent conference
- Helping in the classroom or Lab
- Attendance at Governance & Board Meetings
- Chaperoning a school event
- Volunteering in the Café
- Coaching/leading an afterschool activity
- Donating Classroom Materials
- Attending SPGA Meetings
- Preparing Instructional Materials
- Classroom Tutoring
- Attending Family Education Nights
- Participating in Parent education sessions/workshops

A Mutual Agreement form will be signed at the beginning of the school year by both the family and school official. The document will outline all the practices Grow Academy will implement to help your child succeed at our school. It will also outline what families can do to support their child at GA with the goal of succeeding in our rigorous environment.

SPGA (Star Parents of Grow Academy)

The SPGA is organized for the purpose of promoting the interests of GA in cooperation with the administrators and teachers. In addition, they provide a forum for the sharing of ideas that will benefit GA and for educating parents about the GA educational program. The SPGA parents meet on a monthly basis the 2nd Tuesday of each month at 5:30 pm and all parents are welcome to attend meetings. Those parents who attend meetings will become voting members. An interpreter will be present at each meeting. (Refer to separate SPGA bylaws document). All meetings will be held at Grow Academy at 5:30 pm.

Parent Communication

Every student will receive a GA Folder at the beginning of the school year. Students are responsible for keeping the folder with them at all times for the entire school year. The GA Folder will be our primary source of communication. Homework, reading logs, flyers, lunch bills, weekly Star Bucks paychecks, etc. will be distributed through the GA Folder. If the GA Folder is lost, it must be replaced by purchase through the school.

School Related Programs and Events

All regular school rules apply during off campus and after school hours events that are school related. Such events are off-campus school field trips and fundraising nights, etc.

Schoolwide Culture

All students in grades K-6 will belong to an Advisory Team. Advisory teams are made up of a group of students and a teacher. These teams are designed to provide mentorship, accountability and ILP monitoring. Each school day advisory teams will begin with a morning meeting based upon the protocols outlined within *Responsive Classroom Morning Meeting*. During this time, teams will form a circle and actively address the following four concepts: *Greeting, Sharing, Group Activity, Morning Message*.

The purpose of the morning is to:

1. Create a sense of community
2. Provide academic direction
3. Provide college and career planning
4. Encourage social and emotional learning.
5. Provide a consistent, positive start to the day

7-8 Homeroom-Circle of Power and Respect CPR)

All students in grades 7-8 will belong to a homeroom team. Homeroom teams will meet daily and are made up of a group of students and a teacher. Each homeroom is assigned a college name. Linda Crawford's *The Advisory Book* provides the concept of Circle of Power and Respect (CPR). Students will learn to build a positive community through guided social interactions with their peers. Lessons will be based on social, emotional, and academic topics to help guide students in making positive choices for themselves and their learning community. Each morning, Middle School students will meet for 20 minutes following the 4 components: Daily News, Greeting, Sharing, Activity.

Behavior Management System - Kickboard

Grow Academy implemented an online system called Kickboard to monitor both positive recognitions, negative behaviors and purchases. Through the use of a school wide economy system students will receive bonus Star Dollars for exhibiting our STAR values. Should a student's behavior continue to not reflect our STAR values however, Star Dollars will be deducted from their accounts.

Students will receive a Student Report that will list the bonuses and deductions they received throughout the week. Students will have the opportunity to spend their earnings at a student store. The student store will include school supplies, Grow Academy Spirit Gear, College Gear, raffle tickets, coupons, and surprise prizes.

Attendance

The school day starts at 7:55 am. Students will be awarded \$5 Star Bucks every day they are present at school and on time. If a student is absent, whether it is excused or unexcused, they will not receive the \$5 Star Bucks. If students arrive tardy to school without a valid excuse, they will not receive the extra \$5 Star Bucks. If a student leaves early from school without a valid excuse they must purchase a "leave from school early ticket" for a price of \$5 Star Bucks.