



Student & Family Handbook 2024-25

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September 30, 2024

Dear Students, Parents and Staff:

Welcome to Growth Public School. Please take time to review the contents of this Student and Parent Handbook with your child. This guide provides information, procedures, and expectations that are important for all students and parents.

Feel free to call us at 916-394-5007, email us at info@growthps.org, or schedule a time to come in and visit if you have any questions or would like further clarification about our program, our school, and/or our activities. Thank you for your support and for being part of the GPS family!

Respectfully,

Audria Johnson
Head of School


OVERVIEW


Mission, Vision, Values, and Core Beliefs


Our Mission- To be a diverse connected learner driven community that prepares students- emotionally, socially, academically- to blaze their own paths in a changing world.


Our Vision- We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.


Our Values are summarized in the following acronym, **HEROIC**:


 High Expectations
Believing that everyone can meet high standard of achievement; making no excuses

 Empathy
Stepping into another person's shoes; making amends


 Relationships
Understanding ourselves through our connections with others


 Optimism
Taking something that seems bad and choosing to see it as an opportunity


 Integrity
Honesty; doing the right thing when no one is looking

 Community
Encouraging, supporting, and listening to others; thinking of others before yourself


Our Core Beliefs

 Diverse Community
Our staff, students, and families are as diverse and vibrant as the Greater Sacramento area we serve.

 Restorative Practices
We work to restore the relationships rather than punish behavior.

 Social-Emotional Learning
We teach students to understand their emotions, build relationships, resolve conflict, and develop grit.

 Project-Based Learning
We root lessons in real-world, hands-on examples rather than memorization.

 Learner-Driven Education
We understand and embrace each student's differences and empower them to find joy in their own learning.

The GPS Team

GPS has a high-quality faculty collaborating to achieve our common mission and build the culture and community that defines our school.

Office Team		
Head of School	Audria Johnson	ajohnson@growthps.org
Principal	Devonna Abbott	dabbott@growthps.org
Student Support Services Coordinator	Realyn McDaniel	rmcdaniel@growthps.org
Director of Strategy and Partnerships	Somer Lowery	slowery@growthps.org
Instructional Coach, TK-3	Moriah Haworth	mhaworth@growthps.org
Dean of Culture	Jeanette Rowe	jrowe@growthps.org
Office Manager	Yosselin Ramirez	yramirez@growthps.org
Front Desk Receptionist	Elizabeth Lopez-Sandoval	elopez@growthps.org
Teachers		
TK & Kindergarten	Jennifer Petersen Elyse Bill	jpetersen@growthps.org ebill@growthps.org
1st Grade	Paul Perkins Adri Rodriguez	pperkins@growthps.org amrodriguez@growthps.org
2nd Grade	Sophia Pacioni Madison Houser	spacioni@growthps.org mhouser@growthps.org
3rd Grade	Irish Alvarez Erin Stone	ialvarez@growthps.org estone@growthps.org
4th Grade	Anthony Castillo Chelsea Donovan	jcastillo@growthps.org cdonovan@growthps.org
5th Grade	Brianna Gonzalez	bgonzalez@growthps.org
6th - 8th Grade		
• ELA/ History	Amber Larson	alarson@growthps.org
• Math	Mariah Taylor	mataylor@growthps.org
• Science/ History	Karina Gallo	kgallo@growthps.org
Special Education	Mildred Enriquez	menriquez@growthps.org
Reading Intervention	Amanda Vang	amandavang@growthps.org
English Language Development	Yesenia Ortiz	yortiz@growthps.org

Specials Teachers		
Music	Joshua Jenkins	jjenkins@growthps.org
Physical Education	Sherina Summers	ssummers@growthps.org
Support Staff		
Transitional Kindergarten Classroom Support	Yvette Ramos	yramos@growthps.org
Associate Dean/ Middle School Support	Elliott Beverley	ebeverley@growthps.org
Campus Monitor	Lisa DiPinto	ldipinto@growthps.org
Special Education Instructional Support	Evan Bayliss	ebayliss@growthps.org

School Hours

GPS school day hours are as follows:

- TK and Kindergarten- 8:30 am – 2:30 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 1:30 pm.
- Grades 1-6 8:30 am- 3:15 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 2:15 pm.
- The minimum day schedule for all grades is 8:30 am - 12:30 pm.

Students are expected to leave campus within 15 minutes of dismissal unless registered for the after-school program, another school program, school activity or for disciplinary reasons.

SCHOOL INFORMATION & PROCEDURES

Academic Model

Strong Balance of Rigorous Academics and Personal Development through Social Emotional Learning

Our educational philosophy includes the belief that rigorous academics and college prep are only one piece of a quality education. GPS believes that **learning best occurs** when students have authentic, rigorous learning opportunities that allow them to be creative and open-minded; learning opportunities are rooted in real-world, hands-on experiences; the learning environment is safe, supportive, and learner-centered; teachers understand and embrace each student’s differences and empower them to find joy in their own learning; students are not passive recipients of information, but rather are asked to think for themselves and take responsibility for their actions and learning.

Our academic program supports both progress and mastery in student achievement- our goal is to see students show growth and improvement in their learning, as well as mastery of grade level standards and content. All students work towards grade level proficiency at GPS. However, we know that the journey towards proficiency is different for all students, based on their individual needs, interests, and goals. Our program supports students on their individual journeys towards their goals.

The GPS educational program balances a focus on rigorous academics, as well as a focus on our students’ personal development. This personal development is shown in the form of relationship building, emotional learning, conflict resolution, and other qualities often thought of as “soft skills”—determination, adaptability, integrity, optimism. This social and emotional development is just as important as academic growth. Our model is designed to support students in the growth and progress in each of these key components to a well-rounded, progress-focused learning experience for students.

The key elements that contribute to our balanced educational model include:

- Project Based Learning
- Foundational Skills Learning
- Social Emotional Learning

Deeper, Authentic and Relevant Learning through Project Based Learning (PBL)

Our project based learning program allows students to look at complex problems and ask difficult questions, which supports their development of lifelong problem solving skills. Project Based Learning (PBL) is a key component of a competency based learning progression and of 21st century learning. In order to best prepare students for a 21st century world, we need to provide opportunities for deeper, more engaging, authentic, and relevant learning that require students to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. PBL is inquiry based around a central question, and results in students engaging in authentic learning that is relevant to real world experiences and results in a product.

Rigorous, Standards and Competency Based Foundational Skills Learning

Foundational skills instruction is focused on reading, math, and writing competency within a specific grade level, according to the California state-adopted standards for these content areas, as well as along the continuum of grade level standards, based on a student’s individual learning needs. This allows for students to be provided reading, math, and writing instruction at both their grade level and their individual, or “just right”, level of

learning. Competency based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Social-Emotional Learning

To be successful in a 21st century world, we believe that students must not only have strong academic skills, but that they must be fully developed human beings as well. GPS believes that this development best occurs in a caring culture that is rigorous, joyful, and fun, and that an explicit social emotional education can support this development in students. Social emotional learning (“SEL”) is critical to our school culture and learning program. Through SEL, we teach students to understand their emotions, build relationships, resolve conflict, and develop grit.

Adopted Curriculum

GPS’ curriculum supports both our balanced educational model of rigorous academics and personal development through social emotional learning, and our focus on both progress and mastery in student achievement. All curriculum materials are aligned to CA State standards and what materials should be taught to and mastered by students for each grade level in each of the four core subjects- ELA, Math, Social Studies, and Science. The curriculum also addresses our emphasis on social-emotional learning (see “Circle and Compass” section), as well as non-core content areas, such as visual and performing arts, and physical education (see “Specials: Art, Music, and Physical Education” section).

English Language Arts

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Expeditionary Learning (EL) Education
Supplementary Materials	Lexia Core 5 (K-3); IXL (4-8)

Math

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Illustrative Mathematics (IM)
Supplementary Materials	IXL

Social Studies and History

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	Expeditionary Learning Education (embedded within ELA content)

4-8	Expeditionary Learning Education (embedded within ELA content)
Supplementary Materials	IXL

Science

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	Expeditionary Learning Education (embedded within ELA content)
4-8	Expeditionary Learning Education (embedded within ELA content)
Supplementary Materials	IXL

Arrival and Dismissal

Arrival

Classes begin at 8:30 am every morning. Students may begin arriving at school and entering the building by 8am *if they wish to have breakfast at school*. There will be **no supervision before 8:00 am for students who are not having breakfast at school or are not enrolled in the Before Care program**. Before School Care is available from 6:30 am to 8:00 am for students enrolled in the program.

- **Students MAY NOT wait inside the building until it is time to go to their classroom at 8:15 am if they are not eating breakfast.**
- Please wait with your student in the front lobby if you arrive before classroom doors open at 8:15 am and he/she is not having school breakfast. Please do not have them wait alone and unsupervised in the cafeteria or in the hallways outside of the classrooms.
- Students may not enter the building before 8AM if they are not registered with the before school care program.

All students should be in their classrooms and ready to begin learning by 8:30 am.

Students that arrive between 8:30 am and 9:00am need to check-in at the front desk before proceeding to class and will be marked as “tardy.” Students arriving 30 minutes after the start of class at least three times during the school year are considered “truant” and will be referred to the Student Attendance Review Board (SARB).

Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lot, etc. Please do not allow children to cross the street or parking lot alone or between cars. **Please follow all of the drop-off and pick-up procedures during daily arrival and dismissal.**

Dismissal

TK and K Students

- Every day of the week except for Wednesdays: 2:30 pm
- Every Wednesday: 1:30 pm

1st-7th Grade Students

- Every day of the week except for Wednesdays: 3:15 pm
- Every Wednesday: 2:15 pm

Each family will be assigned a dismissal number at the beginning of the year and provided with a placard with the number for your car. If you are using the Driveline for dismissal, please have the placard in the window of your car for ease of viewing for staff who are entering the numbers.

Students must be picked up promptly within 15 minutes of dismissal. All students, unless enrolled in EDMO, must be picked up by an adult authorized by the parent to pick up the child. Students will be dismissed from their homeroom classroom, where they will be called via their dismissal number. If the child is walking home without the direct supervision of an adult, the school must be authorized by the parent to release the child to go home in this way.

Please pick-up your child on time everyday, or be sure to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related events, or another emergency. If the designated person picking up your student is not listed as an emergency contact, please call the front desk at 916-394-5007. Please remind the designated person to have the dismissal placard for Driveline, or know the student's dismissal number. Any student that is not picked up within 15 minutes of dismissal is considered a late pick-up, and will sign in to the After-School program. Families may be subject to billing for the student's attendance in the program.

Appointments

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon**. If you will pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose instructional time and it disrupts the class. **Unexcused early pick-ups of thirty (30) minutes or more will be deemed truancies**. For more information about the GPS Attendance Policy, please see the complete policy located at the end of this Handbook under the heading "Appendix C."

Beginning of the Year

The first day of school can often be stressful for both students and families. Our teachers are accustomed to working with students and will settle and comfort your child if he or she is nervous about starting school. We value the needs of each child, and at the same time we want to encourage their independence. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment, but please also recognize that the best thing for your child is for you to allow the classroom teacher and other students to participate in the bonding process. For this reason, we ask that families refrain from visiting and volunteering in the classroom for the first four (4) weeks of school, which we call the "bonding period." **Only with the Principal's approval will Transitional Kindergarten (TK) or Kindergarten parents or guardians be allowed to stay at school during this bonding period.**

One of our core beliefs is that students should be well known. We will spend the first weeks getting to know students and helping them get to know one another. Students are assigned to groups for Homeroom and Circle/Mentor Groups. These assignments remain tentative until enrollment stabilizes, a process that often takes many

weeks. The school will not consider specific requests for placements due to class size constraints and the need to balance classes.

Birthdays

A child's birthday is an important celebration. If you would like to send a birthday treat for your child's class, please make arrangements with her/his teacher prior to the date. Treats containing peanut or nut byproducts or excessive sugar should not be shared in the classroom. Please check with your teacher prior to purchasing snacks for the classroom. Children will be provided the treat during a non-instructional time of the day (recess, lunch, dismissal). Balloons, presents etc. should not be brought to school. Please refrain from distributing birthday or party invitations at school unless the entire class is invited so that no child feels left out.

Breakfast & Lunch Program

GPS participates in the National School Lunch Program and School Breakfast Program. GPS shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any 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 breakfast meal and one (1) free lunch meal during each school day. For the purposes of our food program, GPS is a "school of the district" and all meals are provided by the Sacramento City Unified School District ("SCUSD").

In order to meet state funding requirements, GPS must collect a completed **Income Eligibility Form** from every family by October 1st of every school year. The income provided on the form will not affect eligibility for the food program. Please complete a form and send it to school with your student. Forms are available at www.growthps.org or the school office and can be turned in at the front desk or to classroom teachers.

Your child may also choose to bring his/her own lunch from home. We ask that if you choose this option that you send your child to school each day with a **nutritious lunch**. Students will not be allowed to trade or share food.

Cafeteria

Due to state and federal regulations, under no circumstances may students take cafeteria food or drinks from the cafeteria to the playground. Cafeteria food may only be served to enrolled GPS students and school employees. Parents may not request food for themselves. As a health and safety precaution, we ask that students do not share food. Students may bring their lunches if they choose, but canned sodas, energy drinks, coffee and/or excessive sweets are strictly prohibited. GPS staff encourage healthy nutrition habits at our school.

Circle and Compass

Social-emotional learning is the foundation of our academic program at GPS. We believe that learning happens within the context of our relationships with one another. As such, we have a robust social emotional learning curriculum, Powered by Compass. The curriculum focuses on key disciplines, habits and mindsets that support one's overall human development. The Compass model is a key component of the learning program and environment at GPS. Each week, all students participate in Circle, which is a culmination of the week's social-emotional learning activities.

Classroom Visits

Parents and guardians are encouraged to visit the school. All school visitors, including family members, must sign in at the GPS office and wear a badge.

We ask that when you visit the school, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreed upon time to discuss the matter.** Please see the appendix at the end of this Handbook for GPS' complete Visitor and Volunteer Policy.

Closed Campus

To ensure student safety and supervision, Growth Public is a closed campus. Once a student arrives on the school grounds, she/he must remain on campus until the end of the school day unless she/he leaves with a parent/guardian or authorized designee. If a student leaves school grounds without this permission, the student is considered truant and is subject to disciplinary action. **{Education Code 44808.5}** Student and under-age volunteers are strictly prohibited from leaving campus. If a student/underage volunteer violates the closed campus rule, he/she may lose their volunteer privilege with GPS.

Communication

General

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. GPS believes it is important that families can easily contact our teachers and staff, and that we regularly inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and School.

GPS believes communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within forty-eight (48) hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

How Our School Will Communicate to Families

We want to ensure families have multiple touch points to stay informed about their child and our School and to feel connected to our community. To communicate to families both about their child and our School, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on....	Who Receives Information
<p>Monthly School Newsletter</p> <p>Weekly School Email Update</p>	<ul style="list-style-type: none"> ● School events & activities ● Updates on student schedule and school experience ● School, student, faculty, and parent news and celebrations ● Student, faculty, and parent spotlights ● Parent volunteering & donations ● Parent resources 	<p>All parent and guardian email addresses are automatically subscribed to the school newsletter. If a parent or guardian does not receive either, please contact info@growthps.org to update the email address. To unsubscribe, please click on the "Unsubscribe" link at the bottom of the email.</p>

<p>School website www.growthps.org</p>	<ul style="list-style-type: none"> ● Our faculty ● School calendar ● Parent volunteering & donations ● Parent resources 	<p>Accessible to the public.</p>
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In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

Conflict Resolution and Complaint Procedures

Informal and Formal Community Complaint Resolution Procedures

It is the intent of GPS to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills. GPS has the following resolution/complaint procedures as outlined below:

- Informal Conflict Resolution
- Formal Complaint and Resolution Procedures
- Uniform Complaint Procedures
- Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy

A. Informal: Conflict Resolution

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint, the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level. In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self-reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc.)
3. Make a request to talk
4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

B. Formal Complaint and Resolution Procedures

Most complaints can be resolved through the Informal Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School has a formal complaint and resolution process that can be triggered when a Parent/Guardian or community member files a written complaint. Please contact the front office for GPS’ complete policy.

C. Uniform Complaint Procedure

GPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

GPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (“UCP”) adopted by our Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, immigration status, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

A copy of GPS’ UCP policy and complaint procedures is located at the end of this Handbook under the heading “Appendix A”, or by contacting the front office.

D. Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy

Please see GPS’ complete policy on our website www.growthps.org, or by contacting the front office.

Culture for Learning

Our school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. We strive to foster a supportive, academic, behavioral and physical school environment for our students and entire school community that reflects our mission, vision, HEROIC values, and core beliefs. Please help us maintain this climate by reporting any behavior that disrupts our school climate. Our Social-Emotional learning program, coupled with our focus on restorative practices, play a vital role in maintaining a positive school climate and culture. These structures provide students with tools they can use when they find themselves in

difficult situations or when school rules/agreements are not followed, and help establish and create an inclusive community to problem solve and restore damaged relationships.

Destruction of School Property

Whenever school property, equipment, or learning materials are damaged, destroyed, or defaced and there is evidence of gross carelessness, violation of school rules, or damage is intentional, the student will be held responsible for the damage through an appropriate consequence. The parent/guardian may be held responsible for monetary damages due to loss of materials, property or fees incurred by their child's actions. Parents/guardians will be contacted immediately regarding the extent of the damage. Where damage occurs and evidence shows that it was done accidentally and unintentionally, no attempt shall be made to collect for the damage. Whenever possible, students will be expected to repair or otherwise correct any damage that is not considered permanent such as carving on furniture, writing on walls, etc.

Dress Code

GPS is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning, or be dangerous. Students should come to School prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the School environment and culture.

Specifically, students' clothing, school supplies, or accessories cannot signify any distraction from learning. Clothing or dress, school supplies, or accessories may not in any way depict any of the following:

- Violence in any form
- Guns or knives
- Nudity
- Drugs, or drug use or paraphernalia, including marijuana leaves
- Cigarettes, vaporizers, or tobacco
- Alcohol
- Any reference to gangs
- Lewd/vulgar content, lewd gestures, or services illegal to minors

Clothing shall sufficiently conceal undergarments at all times. The following items are prohibited:

- See-through or fishnet fabrics
- Halter tops
- Off the shoulder or low cut tops
- Spaghetti straps
- Short/crop tops
- Muscle shirts
- Bare midriff
- Skirts or shorts shorter than mid-thigh
- Pants with rips or holes

GPS reserves the right to determine whether a student's attire meets our dress philosophy, and if the School deems attire to be inappropriate, the following actions may be taken:

- Accessories or school supplies which violate these norms may be confiscated by staff.

- The student's teacher, Mentor, or another staff member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing.
- If students do not have a secondary article of clothing, one may be provided from GPS's collection or parents/guardians will be contacted to bring a change of clothes.
- If additional interventions are needed, GPS will follow the "Graduated Discipline Plan."

As with any GPS student concern, we will reach out to and work with families to resolve the situation.

Electronic Devices

Students' are not allowed to use personal electronic devices, including but not limited to cellular/digital telephones, iPods, iPads, cameras, and laptop computers, during school day or at school wide functions. If a student is in the possession of such devices, these electronic devices should remain off and put away in a student's backpack during the entire time the student is on campus. If a student uses an electronic device while on campus, without authorization from a GPS staff member, the device will be removed from his/her possession and the student's parent/guardian will need to personally pick up the confiscated electronic device at a designated time.

Emergency Cards

Each year, parents are required to complete an emergency card for each of their children enrolled at GPS. These emergency cards are sent home during the first week of school and must be returned immediately. Parents/Guardians are also required to inform the office of any changes to their child's emergency card, especially those related to phone numbers and emergency contact changes.

In case of an emergency, your child will only be released into the custody of an adult who you have previously identified on the emergency card. Proof of identification will be required. Therefore, please ensure that these emergency cards are up to date and inclusive of all preferred adults. Emergency contacts and pick-ups can be updated on your student's profile by visiting www.growthps.org and logging into Powerschool. If you need assistance with portal updates, please stop by the front desk for assistance.

Those adults NOT identified on the emergency card can only pick up a child if the parent or guardian provided GPS with a signed note to the main office or email to info@growthps.org which includes: (1) the name/relation of the preferred adult and (2) contact phone number for the adult. Proof of identification will be required. GPS reserves the right to call the parents or guardian of the child to confirm any adult who comes to pick up their child.

Emergency Procedures

Students and staff practice emergency procedures such as fire drills and classroom evacuations at least once every month during the school year and are familiar with how to respond in an emergency situation. Information on possible school closures due to inclement weather or other situations, or other emergency situations, families will be informed via email and text from our SchoolMessenger platform.

In the event of an emergency, if a student's parent cannot be contacted and/or the parent is unable to pick up her/his child, the school will maintain responsibility for the child until the parent or an authorized individual arrives. The safety of individual students is our highest priority. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

If evacuation of the school is necessary, students will be transported to a predetermined location where their parent or another designated adult can pick them up. Information on this location will be posted near the school.

Explorations

Explorations are immersive experiences that allow students to take a break from their core classes and take part in enrichment opportunities provided by values-aligned community partners. Explorations offerings evolve each year based on student interest. Explorations courses take place at the school site. Explorations classes are led by GPS Specials teachers, and staff from our organizations, such as Crocker Art Museum, Camp Edmo, Playwell, Kids Unplugged, and Sacramento Theater Company.

We believe students should be exposed to many different enrichment activities to help them ultimately find their calling. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity about their future college and career choices. Students who have had these Explorations experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.

Graduated Behavior Intervention Plan

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the GPS community to build and keep peace in classrooms, during unstructured times and in all conversations. Each team member works together to support each other in this community development. Our School works every day to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

GPS' graduated behavior intervention plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of meeting high expectations.

When students take action that violates expectations articulated above, the faculty responds using the graduated behavior intervention plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

Restorative Discipline Practices

GPS uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down

classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. GPS has specific policies in place for actions such as Title IX, Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying) Policy. This policy, along with procedures for Suspension and Expulsion, are found on our website www.growthps.org, or by contacting the school office.

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> • A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none"> • A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	<ul style="list-style-type: none"> • A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher reaches out to an administrator for support to reestablish the safety and focus of the class. • The teacher reflects with the student and plans next steps, including communication with families.
Level 4	Referral	<ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to an administrator and reestablishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.

Health and Safety

Accidents & Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under his/her observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.
3. Any action taken by staff is recorded on the daily health log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries).
3. No child is sent home until a parent is contacted and agreement is reached as to appropriate actions.

4. Any action taken by staff is recorded on the daily health log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

Comprehensive School Safety Plan

The comprehensive school safety plan must be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. GPS' complete Comprehensive School Safety Plan is located in the Front Office.

GPS shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school. When students come to school they should feel well enough to participate in their classroom program. For health and safety purposes, please do not send your child if he/she has any of the following symptoms:

- **Fever (98.6 or higher)** Your child must be free of fever for twenty-four (24) hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please note that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **Contraction of a childhood disease such as chickenpox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

All 1st grade students must submit:

A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different than the shot record that was required for Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within

eighteen (18) months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels. GPS will:

- Conduct vision screening on all students upon school entry and every third year thereafter through grade eight (8).
- Conduct hearing screening in kindergarten/first grade and in second, fifth, eighth, and upon first school entry.
- Provide for scoliosis screening of every female student in grade seven (7) and every male student in grade eight (8).

Health Services

The school will verify that students have complied with legal requirements for health examinations and immunizations before enrolling a student in school. If the student is missing any required immunizations, the student will not be permitted to attend school until complying with the state requirements.

Homework

At GPS, we believe that homework can be an opportunity for students to practice skills they have been taught during school, but this practice does not have to take on the traditional format, such as a packet to be completed throughout the week. Instead, we view homework, or home practice, as another opportunity for the student to be in control of his/her learning. The student should make the choice (with support from the team of adults working with the child) what activities to practice at home, whether that be reading or working on a computer math game. We do not think (and the research supports this), that long hours of rote homework that disrupts the child's family time and their development is appropriate. We do believe, however, that learning should never end. Thus, there will be homework assigned but it should be in line with the child's individual goals, be meaningful and improve the child's learning journey.

Homework in the early years is set according to the age and ability of the student. Teachers may assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility and self-direction in children
- Provide opportunities for extra practice of skills

The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. At GPS, homework assignments are meaningful and developmentally appropriate. Parents are responsible for monitoring and assisting with homework assignments of their child when homework is assigned. These expectations are designed to set our students up for success.

When homework is assigned, each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do his or her homework for him/her**. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep him/her from attempting to do their homework once at home. Contact your child's teacher with questions about homework or if your child is experiencing any difficulties with the homework assignments.

Inclement Weather/ Air Quality Procedures

The school believes in providing a safe and appropriate environment for all students and staff. In keeping with this belief, GPS has developed guidelines to comply with the Sacramento Metropolitan Air Quality Management District (SMAQMD) regulations regarding hazardous ozone episodes and temperature alerts.

Appropriate actions will be taken when the temperature exceeds 95 degrees Fahrenheit and the ozone exceeds 100 PSI for that day, or during extreme wind or rain. When a temperature alert episode is received from SMAQMD, all vigorous outdoor physical activities will be curtailed in the afternoon hours. Students and staff will be notified about the temperature alert and ozone episodes so steps can be taken to ensure their safety.

Independent Study

GPS will provide Independent Study for students who may be absent for an extended period of time. Independent Study requires approval from the Principal in writing. Independent Study is conducted solely for the educational benefit of the students attending the School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give advance notice when possible of a request for Independent Study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Principal approval, a certificated staff member/teacher will work with the parent to implement an Independent Study program in an expedited manner with less than one (1) school day notice.

The full Independent Study policy can be found on our website www.growthps.org, or by contacting the school office.

Individualized Support/ Education Plans

An individualized education program with accommodations or modifications may be developed for students who are unable to achieve grade level standards in one or more content areas on a case-by-case basis. The decision to provide accommodations and/or modify a program for a student will only be made during a formal Student Success Team meeting, an Individual Educational Plan, or a 504 plan by a team that includes the teacher, parent, administrator and other staff. At this meeting, the individualized program will be defined to include individual goals and a means of monitoring student progress toward these goals.

Student Success Team (SST) The Student Success Team (SST) is a school-site team, which includes parents, whose purpose is to identify effective strategies to meet the needs of individual students who are not meeting standards for academic achievement, behavior, attendance, or who have medical or other concerns. The SST reviews the student's academic, behavioral and social emotional strengths and areas of concern, plans strategies, organizes resources and develops a plan of action to address student needs and concerns. The SST may suggest accommodations and/or modifications to the student's program, request intervention support from specialized staff and/or refer the student for a special education assessment. An SST may be requested by the parent, teacher, administrators, or the Intervention Progress Team when a student has not responded to previous interventions.

Section 504 Students are eligible for Section 504 services if they are found to have or have a history of a physical or mental impairment, disorder or condition that substantially limits one or more major life activities (walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for one's self, and/or performing manual tasks). **Please see Appendix A: Annual Notices, within this handbook, for more information.**

Special Education Growth Public School strives to provide an educational program to meet the needs of all school-aged children. The school provides special education services pursuant to the Individuals with Disabilities Education Act (“IDEA”). **Please see Appendix A: Annual Notices, within this handbook, for more information.**

Intervention Support If students are achieving below grade level, then he or she will receive intervention support. GPS academic interventions are focused on: identifying gaps in student’s learning, setting high, standards-based goals for learning, and relentlessly working to help a student reach their goals. However, while a student is receiving intervention instruction, his or her grades will be based on the student’s performance on grade level standards.

Lost and Found

Any items found at the school site should be taken to the lost and found in the main office. Please check with the front desk to find the location of lost and found. The lost and found will be cleaned out regularly. Items not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child’s name. The School is not responsible or liable for any lost or stolen items.

Make-Up Work

All missed work must be completed regardless of the cause. All work needing completion or correction must be fixed. Work can increase. It is the student’s responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete missing work due to absences will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. If a student has excessive missed assignments, he/she may remain at school (at the teacher’s discretion) until all work is completed.

Medications

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. GPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. GPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

GPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel in administering medication other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Messages and Deliveries

Students are responsible for bringing all necessary materials with them to school, so please have students remember to bring their lunches, school items, and homework to school each day. To preserve instructional time, **The office will only deliver a message to a student in cases of a true emergency.** Plans for after school pickup arrangements should be made in advance as students will not be allowed to use the school phone unless it is an emergency. During instructional time, messages will be taken for any phone calls for teachers; they will return the phone call at their earliest convenience.

Open Enrollment

Growth Public School hosts an annual Open Enrollment period from January to March for all interested families. Interested parent/guardians are encouraged to sign up for an enrollment information session and turn in an interest form application. GPS parents interested in enrolling the sibling of a current student must also follow the Open Enrollment procedures. Siblings will not be automatically added to the enrollment lottery. All qualifying applications will be entered into the annual public lottery held in April. Applications will not be accepted after the Open Enrollment period.

Parent Involvement/ Parent Rights

GPS strives to work closely with parents and families as partners in helping our students achieve their educational goals, as well as to enhance the success of our school. We aim to create a community in which families are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our School. GPS provides opportunities for parents to learn about our School, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the School community, strengthen relationships among families and faculty, and help improve our School.

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

As a member of a small, diverse school, GPS families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and social emotional learning. These events will also serve to foster building relationships among families and faculty. Our School hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

Parking Areas

Parents, volunteers and visitors are asked to follow the GPS staff guidance in parking lot procedures and park only in the front parking area. The side parking lot is reserved for staff only. Students are not to be dropped off in this area. There is one main entrance to the parking lot in the center area. All cars should enter through that entrance and find a parking space or enter the coned drop-off zone. In the drop-off zone, parents must pull forward to the front of the lane and drop off students that are ready to exit the vehicle. If a student is not prepared at that moment, parent/guardians must exit and re-enter the parking lot until the student is prepared to exit the vehicle. Students must use the designated crosswalk area and cross the zone accompanied by a GPS staff member.

Personal Belongings

Personal property not related to the school's programs should not be brought to school. The items included in the list below will be **confiscated** and returned to the child's parent at the end of the school day or another appropriate

time if they are brought to school. An item may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

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

Gum Soda Weapons and toy weapons Gameboys or any other electronic toys Money/ cash Beepers Cellular phones*** Portable game systems	Candy Any illegal substance Stuffed animals or dolls Radio, I-Pods or MP3 Players, etc. Jewelry (earrings- studs and small hoops for girls and small studs for boys; necklaces can be worn inside the shirt) Cameras
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***We understand that students may need to bring cellphones to school at the **written** request of parents/ families. Phones must be shut off at all times while on campus and stored in their backpack. If a cell phone is visible or in use it will be taken away and the student will receive a consequence in accordance with GPS’s graduated discipline policy.

Progress Reporting and Report Cards

Teachers provide students and parents/guardians with on-going, informal feedback about student performance throughout the year. This feedback may include the sharing of progress reports, graded assessments, classwork, and/or homework with parents/guardians periodically. Teachers contact parents/guardians if they see a decline in any performance or content area, if students are performing below their potential, or if there is a skill or area that needs extra practice at school and/or home.

The school year is divided into two grading periods, or semesters. The terms are long enough to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each semester, students will receive a report card that shows their performance during the term, and conferences are held with every student and their family. These conferences give teachers, students, and parents & families the opportunity to discuss student achievement and progress during the semester, as well as any areas for development and/or remediation. In addition, student interim assessment data is shared during these conferences.

Families also receive quarterly progress reports, as well as weekly, informal updates on their students’ progress that includes information on student work completion, quizzes and unit assessments, and student participation and engagement.

Grading

Student performance will be based on three (3) areas of development: Leadership, Academics, and Attendance.

Leadership

Student performance in the area of leadership will be measured in the following 2 categories:

- *Character*: effort and determination to live out the school’s HEROIC values
- *Compass*: Engaged participation in Circle and completion of all assigned Compass work.

Academics

Student performance on in the area of academics will be measured in the core content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies/ History

Standards and skills progress and mastery in each of these categories will be assessed through multiple measures, including but not limited to criterion-referenced tests, portfolios, and rubrics. All student work will be assessed on a grading scale of 1- 4:

Performance Level	Grade Points	Percentage Range	Description
Exceeds Grade Level	4	90- 100%	Overall mastery of the knowledge, skills, and standards that have been taught; student demonstrates ability to complete and at times go beyond the essential requirements of assignments to produce complete, creative, and thorough work.
Meets Grade Level	3	80- 89%	Solid mastery of the knowledge, skills, and standards that have been taught, with minimal areas that need improvement.
Approaching Grade Level	2	70- 79%	Mastery of most of the knowledge, skills, and standards that have been taught, but with several areas that need improvement.
Below Grade Level	1	Below 70%	Minimal mastery of the knowledge, skills, and standards that have been taught. Student work shows major skill deficits that require additional instructional resources and student effort.

Attendance

Student performance in the area of attendance will be measured in the following 3 categories:

- **Presence:** Daily attendance in class
- **Punctuality:** Coming to school on time and staying until the end of the school day
- **Participation:** Active participation in the classroom

GPS “Heroic Scholar” Program

The GPS HEROIC Scholar program is designed to acknowledge student achievement in the areas of leadership, academics, and attendance. HEROIC Scholars will be identified each school term. Students will be publicly recognized for their accomplishment, either by schoolwide assembly recognition and/or recognition in the school and classroom newsletters.

Categories: Students can earn up to a score of 4 for each Leadership, Academics, and Attendance category below:

- *Character*: Effort and determination to live out the Growth HEROIC values
- *Compass*: Engaged participation in Circle and completion of all assigned Compass work.
- *English Language Arts*
- *Mathematics*
- *Science*
- *Social Studies/ History*
- *Presence*: Daily attendance in class
- *Punctuality*: Coming to school on time and staying until the end of the school day
- *Participation*: Active participation in the classroom

Qualification: Scores are calculated based on the average of a student’s achievement within the category on the term’s report card (where applicable). A score of 3 or 4 earns a point toward HEROIC Scholar status. There are nine (9) HEROIC Scholar points available each term, one per category. To earn “HEROIC Scholar” status, students must earn a total of 8/9 or 9/9 points for the term. **Students are not eligible to earn “HEROIC Scholar” status if either of the leadership points are not earned.** In addition, any student that has had an in-school or out of school suspension is ineligible for HEROIC Scholar Status. See the table below:

Score	Leadership & Academics	Attendance	HEROIC Scholar Point Earned?
4	4	No (0) tardies or unexcused absences	YES
3	3.00- 3.99	Three (3) or less tardies or unexcused absences	
2	2.00- 2.99	No more than eight (8) tardies or absences	NO
1	1.00- 1.99	Nine (9) or more tardies or absences	

Promotion/ Retention

The Principal and Teacher will make the final decision regarding promotion and solely reserve the right to request that a student repeat a grade level for lack of academic progress, organization, and/or maturity. Students receiving scores of “Below Grade Level” on a report card may be eligible for retention. In addition, students with repeated behavior referrals or low scores on citizenship or character may be considered for retention.

Students’ progress is determined from grade to grade by meeting the state’s standards for promotion. If a student is at risk of retention due to academic achievement, the parent or guardian will be notified early in the school year and school staff will meet with the parent to develop and implement an intervention plan to help the student meet the standards for promotion. It is the school’s intent to identify struggling students early in the school year so that interventions can be provided. Intervention opportunities will be provided for students who are at risk of retention. The school has a clear process and schedule for informing parents about their child’s progress toward meeting promotion criteria. The intervention process includes written notices and multiple meetings between the parents and teacher(s). It is the school’s intent to work collaboratively with parents/guardians to help a student gain the

skills needed for promotion to the next grade level. Ultimately, state law (Education Code 48070.5) identifies that school professionals have the authority to retain a child except in some cases in Kindergarten.

Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, GPS has developed the Social Media policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

Specials: Art, Music, and Physical Education

GPS is committed to a well-rounded student educational experience. We provide art, music, and physical education courses to support the comprehensive development of our students in all grades. The art and music courses culminate in the creation of a 'capstone' project – an art showcase, or a musical performance or play, for example.

Art & Music

The art program curriculum is aligned to both California and national standards for visual arts, and is built upon guiding principles the support students to make, appreciate, understand, and express art; foster a growth mindset as it pertains to art; use art to write their own story; and explore history, culture and literacy through art.

The music program curriculum is aligned to both California and national standards for performing arts, and is based on the Education Through Music (ETM) framework. The program is built upon guiding principles that support students to play and make music, build centered behaviors around music, build auditory skills, engage in history and culture through music, and explore different kinds of music and musical experiences to find personal connections in the world of music.

Beginning in the middle grades (6th-8th), students select an elective course each semester. Elective courses give students the opportunity to explore a more specific area within art and/ or music beyond the general music and art education courses that are offered for all students. Electives offered in the 2023-24 school year include: Literary Magazine, Art and Commerce, Introduction to Piano, and Choir Ensemble.

Physical Education

Growth Public School's Physical Education ("PE") program focuses on students developing a healthy lifestyle, motor skills, movement knowledge, and social & personal skills. In their physical education courses, students develop a variety of basic movement and manipulative skills which they use regularly in cooperative games and sports experiences.

Suspected Abuse

All school personnel are "mandated reporters" of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately "whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully

fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor.

Technology

Technology at GPS is a key tool for learning. Students use technology in the form of a school-issued tablet or Chromebook, school wireless network, and school printers.

Device Use

Students are issued a tablet or Chromebook that they use for the whole year. Tablets are used in class. We expect students to follow the expectations included in the GPS Technology Policy at all times. These include the ways in which the tablet is carried, used, and maintained.

Norms	<ul style="list-style-type: none"> ● Students use technology and the internet only to support learning during class.
	<ul style="list-style-type: none"> ● Students are responsible for their technology. <ul style="list-style-type: none"> ○ Broken technology will result in logical consequences, which may include paying replacement costs.
	<ul style="list-style-type: none"> ● Students help each other with technology.
	<ul style="list-style-type: none"> ● Students exhibit respect while using technology.
Personal Electronics Policy	<ul style="list-style-type: none"> ● No personal electronics are allowed at School. <ul style="list-style-type: none"> ○ Home electronics may not be connected to any GPS network.
	<ul style="list-style-type: none"> ● GPS will not be liable for any damage, loss, or theft of personal electronics.

Internet and Email Use

Internet access (including email use) is a privilege and all students should be aware that GPS may revoke Internet access for any reason at any time. If a student’s access is revoked, GPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the graduated discipline plan. GPS requires that students promptly disclose to their Mentor or other School employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. GPS has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful, and children gain access to inappropriate and/or harmful material, GPS will not be liable. Neither GPS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by GPS. This will protect students against an allegation that they have intentionally violated the Internet and Device

Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the School's teachers and administrators. This complete policy can be found on our website www.growthps.org or in the school office. All families must review this policy, and students must review and sign the signature page.

Telephone Communication & Use

Our automated communication system allows school personnel to send phone messages, text messages, and e-mails out to all families almost instantaneously. All parent/guardians must ensure that their contact information is up-to-date in the school office in order to receive messages.

When a student is not able to use their classroom telephone, the student may use the office phone for emergency use only. The office staff will make all necessary calls home when a child is ill. All after school arrangements should be made prior to arriving at school.

Tobacco and Drug Free Zone

The GPS Governing Board believes that the use of alcohol, tobacco or other drugs, including medical marijuana, adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, our school is a tobacco, alcohol and drug free site. The use of any tobacco, alcohol or drug products, including medical marijuana, is prohibited within school property, facility, or vehicle. This prohibition also applies to all individuals attending events on school campus or representing the school at school-sponsored activities that are held at locations other than GPS.

Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it is important for every member of our community to be informed about our School and their student(s). If a family's primary language is not English, a parent can request an interpreter for any school meetings or events. Either the parent or student can make this request to info@growthps.org at least seventy-two (72) hours prior to a meeting.

Visiting Campus

All visitors (including parents and volunteers) must check in with the office and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking him/her off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the front office. **Parents/Guardians may not go directly to the classroom or onto the playground without checking in to the office.** Parents may not bring visitors (such as friends/relatives) to School or have them visit the campus without prior, special permission granted by the School administration. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading "Appendices."

Volunteers

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and GPS believes that all families and communities have something great to offer. We encourage their participation in supporting the School and strengthening the community. There are a variety of opportunities for parents to volunteer at the School or from home. We appreciate any contributions parents can make to our School. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the School.

For parents interested in volunteering with the School, please reach out to the Office Manager or Principal by calling 916-394-5007. We will attempt to match the needs of the School with the skills, talent, experience, and time of our parents. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading “Appendices.”

Website

Our school website is www.growthps.org and is regularly maintained with updated information regarding school events, news, Governing Board information, forms and volunteer opportunities.

Appendix A: Annual Notices

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.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Campus Search and 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.

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.

Diabetes

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 is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

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 has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. 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.
 4. 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.
 5. 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
 6. 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

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.

(“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.

- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

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” or “ERH.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Jeanette Rowe
Dean of Culture
9320 Tech Center Drive, Sacramento, CA 95826
916-394-5007

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 reenrollment 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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.

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)):

Jeanette Rowe
Dean of Culture
9320 Tech Center Drive, Sacramento, CA 95826
916-394-5007

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/>

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student'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.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment 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). The Charter School will also immediately enroll any homeless student 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).

Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil’s parent, guardian, educational rights holder, Indian custodian² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

² “Indian custodian” means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

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.

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 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.

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. You can opt-out of your child participating by contacting the School Principal. 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.

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
TK/K-12 Admission	<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>
Entering 7th Grade	<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>

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.

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 contact Realyn McDaniel, Student Services Coordinator, during school hours to make an appointment to speak with a counselor. Mrs. McDaniel can be reached at 916-394-5007. 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 Reelyn McDaniel at 916-394-5007 to request a meeting to discuss your concerns.
- 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 Yosselin Ramirez at 916-394-5007.

Available in the Community:

MENTAL HEALTH URGENT CARE CLINIC (MHUCC) provides services on a voluntary, walk-in basis to Sacramento County residents of all ages who are experiencing a mental health and/or co-occurring substance abuse crisis, regardless of their ability to pay. MHUCC is an alternative to emergency departments for those in crisis or experiencing an urgent mental health need and seeking mental health care.

Sacramento Mental Health Urgent Care Clinic (MHUCC)

Phone: (916) 520-2460

Fax: (916) 520-2459

Address: 2130 Stockton Blvd, #300, Sacramento, CA 95817

Hours Of Operation:

24 hours a day, 7 days a week

Medication consultation available in person or via telepsych as deemed necessary! Please note that the clinic does not prescribe controlled medications

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.

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 Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

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:

Audria Johnson
Executive Director
9320 Tech Center Drive, Sacramento, CA 95826
916-394-5007

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.

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.

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.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

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

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

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:

Audria Johnson
Executive Director
9320 Tech Center Drive, Sacramento, CA 95826
916-394-5007

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.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School 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 notice spells out California law regarding the storage of firearms. Please take some time to review this notice 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.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

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

The 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.

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 Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any 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 breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals (during applicable school years) 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 or to your child's teacher. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and

complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

School Safety Plan & Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The plan is board approved annually each year. The plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: The school facility is inspected regularly for evaluation of proper conditions overall, and asbestos exposure is included within this inspection.

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.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in [INSERT 7th or 8th] grade. 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.

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 El Dorado Charter SELPA. 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 Realyn McDaniel, School Support Services Coordinator, 916-394-5007

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

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:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. 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 Executive Director at: 916-394-5007. A copy of the complete Policy is available upon request at the main office.

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.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

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.

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 Executive Director at 916-394-5007 to obtain this information.

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. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - 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;
 - School Safety Plans
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.

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.

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.

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

Audria Johnson
Executive Director
9320 Tech Center Drive, Sacramento, CA 95826
916-394-5007

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.

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.

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.

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:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

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.

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.

APPENDIX B: School Calendar

GROWTH PUBLIC SCHOOL						
2024 - 2025 School Calendar						
July '24						
Su	M	Tu	W	Th	F	S
	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 '24						
Su	M	Tu	W	Th	F	S
				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 '24						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October '24						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November '24						
Su	M	Tu	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
December '24						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
January '25						
Su	M	Tu	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February '25						
Su	M	Tu	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
March '25						
Su	M	Tu	W	Th	F	S
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23	24	25	26	27	28	29
30	31					
April '25						
Su	M	Tu	W	Th	F	S
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27	28	29	30			
May '25						
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June '25						
Su	M	Tu	W	Th	F	S
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29	30					

- | | |
|---|--|
| <ul style="list-style-type: none"> Holidays (Observed) Half Day- 12:30 Dismissal School Break (Closed) | <ul style="list-style-type: none"> PD Day (No School for Students) First and Last Day of School Early Release Dismissal |
|---|--|

APPENDIX C: COMPLETE POLICIES

Visitor and Volunteer Policy

Growth Public Schools (“GPS” or “School”) welcomes visitors and volunteers to our schools. We are also committed to the security of our sites. Visitors include any person who is not a GPS student, GPS employee, or registered volunteer.* This includes families, non-registered volunteers, community members, vendors and service providers, and other partners.

Visitation

To help ensure the wellbeing of our students and staff, visitors must comply with the following requirements and procedures:

- Immediately upon entering any school building or grounds during regular school hours, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identification, e.g., driver’s license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for the full school year.
- If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. GPS 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 GPS, consistent with the law. The GPS Board and Bureau of Children’s Justice in the California Department of Justice, at 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.
- An office staff member will provide identification, e.g., a visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning. Visitors will 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.
- At time of departure, visitors will sign out on the log at the front desk.
- Any individual who disrupts the school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.
- The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
- 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 GPS’ 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 GPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

- 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.
- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

Volunteering

Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, GPS has established the following procedures, to facilitate volunteering during regular school days.

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with GPS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the GPS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the front desk as indicated above.
7. This Policy does not authorize GPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Penalties

- 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.
- 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.
- Disruptive conduct may lead to GPS' 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.

** Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.*

Attendance Policy

Family Expectations

Every student's parent/ guardian is responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

To ensure the wellbeing of all our students, Growth Public Schools ("GPS" or "School") has a closed campus. Once students arrive they are expected to stay on school grounds until the end of the regularly scheduled school day. Students will only be excused during the day before dismissal if a parent or guardian picks them up from school directly or gives written permission for someone else to pick them up. Whoever picks up the students is expected to check in at the front desk and sign the student out. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

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

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
 - c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family"

means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Attendance at the student's naturalization ceremony to become a United States citizen.
7. 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.
8. 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.
9. 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.
10. 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.
11. For the purpose of a middle 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.
 - i. A middle school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - ii. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Observation of a holiday or ceremony of his/her religion;
3. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

Where advanced notice is possible, a student's parent/guardian must call 916-394-5007 to speak with the Office Manager, or other administrator regarding the date(s) and time(s) their student will not attend class. Where advanced notice is not possible, parents/guardians should call 916-394-5007 before school begins on the day the student will be absent for all or part of the school day. Students or families are expected to provide a note to the front desk upon the student returning to School. Students who are absent or tardy for other reasons and/or do not have a note signed by a parent/guardian will be marked as unexcused.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding

physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

Student Expectations

Students at GPS are expected to arrive on time to every class or meeting with their teachers and mentors, every day. This means being present and seated in their assigned seat for each class at the appropriate start time. Students know their class schedule, which room each class is in, and what time it starts and ends.

Students who arrive late to school are expected to sign in at the front desk and receive a tardy pass before going immediately to class. Upon entering, students will provide teachers with the tardy pass and join the class with minimal disruption to teaching and learning.

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

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five 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, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled in accordance with the School's involuntary removal procedures.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal process described below.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

Excessive Absences or Tardies

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible community members, GPS develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our graduated discipline plan, we have increasing levels of interventions to support students and families in meeting this objective.

Note that in the table below, all counts of absences are for a single school year.

Trigger	Concern	School actions
3 unexcused Absences or more than 30 minutes late to school 3 times	First notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #1, phone call or email to parent/guardian ● Record(s) of written warning for all following actions may be kept at the School for a period of not less than two years, or until the student graduates or transfers from School. If the student transfers, the record may be forwarded to any school receiving the student's school records. ● Student may be required to attend makeup classes conducted on one day of a weekend. ● School personnel must be available if families request a meeting. ● Mentor check-in about truancy and student's status.
6 unexcused Absences/ tardies	Second notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #2 to parent/guardian ● Hold a Truancy Meeting with student, family, and teachers. ● The student may be assigned by the School to an after-school or weekend study program located within the same county as GPS. If the student fails to successfully complete the assigned study program, the student shall be subject to classification as a habitual truant. ● Mentor check-in about truancy and student's status.
9 unexcused Absences/ tardies	Third notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #3 to parent/guardian ● Student may be referred to a School Attendance Review Board ("SARB"); student, parent and referrer must attend. In order to refer, you must have: <ul style="list-style-type: none"> ● Referral Form ● Documentation/Evidence of Interventions <ul style="list-style-type: none"> ○ Copy of letters ○ Meeting notes ○ Any other intervention ● Any other information that would help the case ● Reach out to the appropriate contacts and outline the student's case. ● Student may also be referred to a probation officer or district attorney mediation program pursuant.

		<ul style="list-style-type: none"> • If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to the jurisdiction of the juvenile court. • Mentor check-in about truancy and student’s status.
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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 pupil and an explanation of the pupil’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 pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil 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 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 reoccur.

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.

Voluntary Dis-Enrollment Policy

GPS values the contributions to community by each family and student. GPS would like all students to remain enrolled and to address any concerns. If parents/guardians are considering withdrawal of their student, we ask that they reach out to both their child's homeroom teacher or Family Group Mentor as well as the Principal and/or the CEO.

If parents/guardians have decided that unenrolling their student is the best option, GPS' office manager will facilitate this process. To complete this process, parents/guardians must dis-enroll their student in person at the school site and sign a withdrawal form. Parents/guardians are responsible to enroll their student in another age appropriate educational program, and GPS can help supply the necessary records upon request from the student's new school.

Professional Boundaries: Staff-Student Interaction Policy

GPS 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.

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 Growth 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.³ 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

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

³ Growth 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.

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.
 - 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:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - 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.
 - 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.
 - 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:
 - 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.
 - 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.
 - 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 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 Directors of GPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Devonna Abbott
Principal
9320 Tech Center Drive Sacramento, CA 95826
916-394-5007
dabbott@growthps.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Jeanette Rowe
Dean of Culture
9320 Tech Center Drive Sacramento, CA 95826
916-394-5007
jrowe@growthps.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 Audria Johnson, Executive Director via email at ajohnson@growthps.org, 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.⁴ 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;
- 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

⁴ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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 Chair of the GPS Board, 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: _____

Appendix D: Acknowledgment of Student & Family Handbook

I understand the 2024-25 handbook is available for review at anytime at the school's website, www.growthps.org as well as in the school's office.

I understand and agree that I will read and comply with the Growth Public Schools Student & Family Handbook.

Parent/Guardian's Signature Date

Parent/Guardian's Printed Name Student's Name