

GUAJOME PARK PRIMARY ACADEMY

2024-2025

Student-Parent/Guardian Handbook



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GUAJOME PARK PRIMARY ACADEMY

Turning Knowledge into Life

MISSION:

Through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the world with curiosity, courage and resolve.

PARAMETERS:

- Excellence
- Accountable
- Innovative
- Student Centered
- Fiscally Responsible

BELIEFS:

Excellence

- We believe student potential is unlimited.
- We believe in using research based best practices to drive instruction.
- We believe in providing cutting edge experience

Accountable

- We believe in producing future global leaders who embody our mission.
- We believe that a community working together will achieve student success.
- We believe that a quality staff that engages in continuing professional development, collaboration, and peer mentoring, will result in academically competitive students.

Innovative

- We believe charter schools equal innovation.
- We believe the future is made through education.
- We believe all students should have the opportunity to be creative, unique risk takers.

Student Centered

- We believe all students thrive on success.
- We believe all students have strengths.
- We believe students are simpler than you think and more complicated than you can imagine.
- We believe all students can be active participants in their education.
- We believe authentic tasks lead to meaning, connection, and application.

Fiscally Responsible

- We believe you don't have to spend a lot to learn a lot.
- We believe in looking for creative options to fund an innovative education.

- We believe that we must invest wisely to maximize student achievement.

EXPECTATIONS:

All members of the Guajome Park Primary Academy (“GPPA”) learning community – students, parents, and staff – work together to achieve the school’s mission. As members of a community, each group has responsibilities to fulfill expectations of the other groups in the community.

Student Expectations

Each student at GPPA is required to meet the following pupil benchmarks to maintain satisfactory academic, attendance, and behavioral standing:

- Maintain a 97% attendance ratio per semester.
- Meet or exceed school, state, and national expectations.
- Participate in the STAR or other testing programs designated by GPPA or the State of California.
- Adhere to all academic, attendance, and behavior policies of GPPA.

In addition, each GPPA student is expected to:

Each student is expected to give their best effort to be on time, with a positive attitude, and ready to learn every day.

- Show respect for all GPPA students, parents, and staff.
- Enthusiastically communicate and contribute to the classroom learning community.
- Contribute and interact in a positive manner within the community.
- Honestly abide by school rules and understand the consequences of your choices.

Parent/Guardian Expectations

Research shows that one of the most influential factors in student success is the involvement by parents/guardians in the student’s educational program. Parents/Guardians of GPPA students are expected to:

- Instill in your student the desire to learn.
- Insist on daily, punctual school attendance of student.
- Monitor the daily and weekly completion of student’s work.
- Be actively involved in student’s learning program.
- Provide transportation to and from all school activities.
- Support the discipline codes and behavior guidelines of GPPA.
- Complete all applicable school paperwork and meet stated deadlines.
- Provide or facilitate instructional assistance for student.
- Participate regularly and actively in parent meetings, class activities, and workshops.
- Proactively ask questions or seek assistance from GPPA staff.
- Stay informed by reading the GPPA handbook and other school communications, and by visiting the GPPA website regularly.
- Show respect for all GPPA students, parents, and staff.
- Address classroom concerns with students’ teacher first.

Staff Expectations

The GPPA staff recognizes that they serve a diverse population of students who have varying learning styles and abilities. The education of GPPA’s students will be most productive when instructors:

- Create and maintain safe and effective environments for student learning.
- Reflect a personal enthusiasm for learning and support a positive and safe learning environment for all students.

- Understand and organize subject matter for student learning.
- Communicate with and inform parents/guardians of student progress regularly.
- Plan instruction and design learning experiences for all students.
- Engage and support all students in learning.
- Systematically evaluate student achievement/performance with a variety of assessment tools.
- Continue to develop as professional educators.
- Correctly maintain all appropriate paperwork and meet all deadlines.
- Provide tutorial assistance/instruction when appropriate.
- Show respect for all GPA students, parents, and staff.
- Model Professional Behavior.

Expected Schoolwide Learning Outcomes (“ESLOs”)

Self-directed learners who:

- Produce quality work
- Organize and manage time efficiently
- Learn and apply goal setting strategies that support educational and career goals
- Assume responsibility and ownership for their life-long learning

Critical thinkers who:

- Exhibit in-depth knowledge across disciplines
- Synthesize multiple sources of information
- Solve problems independently and collaboratively
- Reflect on and analyze learning experiences

Effective communicators who:

- Demonstrate competency in reading, writing, speaking, and active listening
- Utilize technology to complement their knowledge
- Express ideas and information confidently and creatively
- Develop positive and contributing interpersonal skills

Responsible citizens who:

- Demonstrate personal integrity and responsibility for decisions and actions
- Recognize and understand current local and global issues
- Develop respect for diverse cultures
- Contribute as leaders within their community

Guajome Park Primary Academy Bell Schedule

<u>Kinder (Monday - Friday)</u>	
8:00	Drop off begins – Gates open
8:25	Bell Rings; students line up/Flag
8:30	School Starts
10:00-10:15	Recess
11:45-12:25	Lunch
2:00	School Ends

<u>Kinder Instruction</u>	
	Language Arts
	Mathematics
	Science/Social Science
	Second Language Development
	Social Emotional Learning
	PE/VPA/Library/Computer Skills

<u>1st and 2nd (Monday-Thursday)</u>	
8:00	Drop off begins – Gates open
8:25	Bell Rings; students line up/Flag
8:30	School Starts
10:00-10:15	Recess
11:45-12:25	Lunch
1:45-2:00	Recess
3:10	School Ends
<u>1st and 2nd Grade (Friday)</u>	
8:00	Drop off begins – Gates open
8:25	Bell Rings; students line up/Flag
8:30	School Starts
10:00-10:15	Recess
11:45-12:25	Lunch
2:00	School Ends

<u>1st and 2nd Grade Instruction</u>	
	Language Arts
	Mathematics
	Science
	Social Science
	Social Emotional Learning
	Second Language Development
	Physical Education
	Computer Skills
	Visual and Performing Arts
	Library Skills

<u>3rd, 4th and 5th Grade (Monday-Thursday)</u>	
8:00	Drop off begins – Gates open
8:25	Bell Rings; students line up/Flag
8:30	School Starts
10:20-10:35	Recess
12:15-12:55	Lunch
2:15-2:30	Recess
3:10	School Ends
<u>3rd, 4th and 5th Grade (Friday)</u>	
8:00	Drop off begins – Gates open
8:25	Bell Rings; students line up/Flag
8:30	School Starts
10:20-10:30	Recess
12:15-12:55	Lunch

<u>3rd, 4th and 5th Grade Instruction</u>	
	Language Arts
	Mathematics
	Science
	Social Science
	Second Language Development
	Physical Education
	Computer Skills
	Visual and Performing Arts
	Library Skills

ACADEMICS

Through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the world with curiosity, courage and resolve. GPPA is a school designed to meet the needs of a variety of learners, offering a program which is flexible, demanding, and educationally appropriate.

Guajome Schools offers four different educational programs that targets the following choices for the parents and students:

1. A site based Primary School Program.
2. A site-based Middle School Program.
3. A site-based High School Program that offers:
 - An International Baccalaureate (“IB”) Diploma option for Grades 11-12;
 - An IB Career Related Programme option for Grades 11-12;
 - Highly aligned A-G college preparatory pathway.
4. An Independent Studies/Home Schooling program for grades K - 12

The purpose of Guajome Schools is to educate all members to strive to achieve the qualities of the Guajome Expected School-wide Learning Results (“ESLOs”): self-directed learners, critical thinkers, effective communicators, and responsible citizens.

Primary School Program

Our focus is on the development of the whole child as an inquirer both in school and in the larger world around them. Students develop a life-long love of learning. Interdisciplinary units are taught throughout the subject areas (languages, social studies, mathematics, science and technology, the arts, and personal, social, and physical education). Thematic, inquiry based units of instruction, focus on structured questioning methods that promote higher-level questioning and international mindedness that encourage and enhance the child’s natural curiosity.

“Educated Person” in 21st Century

Many ideas from the global community shape the ideas of GPPA about the “educated person” in the 21st century. Touching the past with care and respect, while pushing the boundaries of conventional thinking to invent the future, have always been a part of the American experience. A complex diversity of cultures, the free-wheeling play of ideas, dedication to personal and community fulfillment, and the importance of discovery, change, and growth are key characteristics. For such people, the challenges of the next century are not problems, but widely expanded possibilities. This is the spirit that has infused American “know-how” for generations; this is the spirit and definition of our “educated person” in the 21st century.

How Learning Best Occurs

- Through active participation in thoughtfully organized learning experiences that meet actual personal and community needs

- With curricula that are interrelated and embedded in learning experiences
- Where structured time exists for learners to think, talk, and write about the many dimensions of what they do
- Where learners use, transfer, and build upon newly acquired skills and knowledge in new situations that connect in multiple ways to their environment and the world at large
- Where every learner is a teacher--every teacher a learner; and
- Where all learners are challenged and feel safe enough to take the risks essential for learning

The Knowledge Base

GPPA provides opportunities for students to participate in challenging learning experiences in and outside of the classroom; and strives to offer students educational programs which are flexible, demanding, and appropriate. GPPA's academics include multi-tiered programs for grades K-5 exposing students to a global understanding of their roles and relevance in society. The GPPA Program includes curriculum based on the Common Core State Standards in English Language Arts and Mathematics which address the academic expectations for California primary school students; and also provides a rich and rigorous global exposure that challenges students to think critically and apply knowledge demonstrating mastery of the learning content. GPPA uses materials by publishers on the state adopted materials matrix (e.g., Houghton Mifflin, Harcourt, Pearson) to facilitate the progress toward these outcomes.

The goal of GPPA is to educate all members to strive to achieve the qualities of the Expected School-wide Learning Results ("ESLOs"). Defining our ESLOs is an on-going process that is annually reviewed. Currently, GPPA's ESLOs are: effective communicators, responsible citizens, self-directed learners, and critical thinkers. GPPA is a school designed to provide choice and to meet the needs of a variety of learners, with curriculum that provides personal achievement and is challenging for students.

All students have different opportunities for enrichment, such as: visual and performing arts, second language learning, physical education and after school club and program offerings. Students who require additional assistance with the GPPA educational curriculum are offered the opportunity for remediation and support. Grade level and subject area collaboration enhances a small learning community, which allows all teachers to collaboratively discuss student progress and strategize to help each student succeed. Special Education staff keeps teachers well-informed of all student changes and updates on Individual Education Plans ("IEP") and Section 504's.

Language Arts

The GPPA Language Arts program will provide strong, research-based instruction in reading and writing literacy, and language development with the goal of adult literacy by Grade 8 as aligned with the Common Core State Standards. In Grades K-3, reading instruction will focus on decoding and comprehension. Explicit instruction in the areas of phonemic awareness, phonics, high-frequency word knowledge, and vocabulary will be used. In the upper elementary grades, teachers will continue to focus on comprehension and vocabulary as well as genre and interdisciplinary literacy. By using research to inform instruction, active and independent reading across the curriculum will be supported. Assessments will monitor student learning and provide data that will be used to drive instruction.

Math

Mathematics instruction develops the foundational concepts and critical thinking skills that students use to solve real world problems. Using high-interest activities, new concepts are developed through hands-on activities moving students from the concrete to the abstract. The concepts are practiced and reviewed over time. GPPA uses research-based approaches that provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals as aligned with the Common Core State Standards. Establishing these skills will help young students build the foundation to successfully apply more demanding math concepts and procedures and move into mathematical applications. Instruction and curriculum are delivered in a format that is accessible to all students and meets the needs of a diverse population.

Social Studies

The GPPA social studies program will use research-based instruction to engage students in the curriculum and will be established around the developmental needs of each grade level, progressing from a more self-centered to global view of the world. Through social studies, students will learn and apply chronological and spatial thinking, develop research skills, share points of view, and begin to interpret history as aligned with the California Content and Common Core State Standards. The use of Essential Questions will help students see the universal historical themes and dilemmas as well as connections between the past and the present. Powerful cross curriculum connections will be made with language arts (through vocabulary building, reinforcing reading, and writing and presentation skills) as well as visual and performing arts, providing students with a variety of ways to acquire and showcase new knowledge and understanding.

Science

The GPPA science program in the primary grades provides the foundation necessary for success in the middle school and high school sciences (i.e., scientific method). Through investigation and experimentation activities as well as expository reading, students study facts, concepts, principles and theories in physical, life and earth sciences as aligned with the Next Generation Science Standards. Hypothesizing and experimentation will be the gateway to corresponding the body of knowledge and methodology of scientific inquiry. Students' experiences in science will connect health, natural resources, environmental and other global challenges to gain knowledge that is relevant and of global significance.

Visual and Performing Arts

GPPA students have the opportunity to engage in a variety of visual and performing arts (such as: music, art and drama) as aligned with the California Content Standards. These skills will inspire students to make connections between the arts and across subject areas that enhance their understanding of global cultures. Through visual and performing arts, students learn to set goals, work collaboratively and apply self-discipline. Visual and performing arts are an essential component of the development of the whole child which fosters their natural curiosity and imagination.

Foreign Language

Research indicates that the early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995). With that, GPPA offers foreign language education that supports the core curriculum including math, science, social studies and language arts and align with the California Content Standards for World Languages. Foreign language uses a holistic instructional approach to teach foreign language, which incorporates many different strategies that enriches the learning process and appeals to students' various learning styles. Guajome Park Primary Academy is able to provide an uninterrupted sequence of foreign language exposure in grades K-12 to gain the level of proficiency needed to communicate with people around the world in other languages.

Physical Education

GPPA students have the opportunity to engage in physical education to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities students will work to develop positive habits of health and wellness through various units, lessons and learning activities aligned with the Physical Education Model Content Standards for California.

Social Emotional Learning

GPPA students engage in acquiring and nurturing social emotional competence and develop foundational learning skills. Classroom communities are created to provide a safe, supportive and empathetic environment where these skills are learned and practiced regularly. Social emotional skills are a key component to the development of the whole child to become productive adults.

Inclusion of All Students

Nondiscrimination Statement: “The State of California, Department of Education (CDE), is committed to ensuring equal, fair, and meaningful access to employment and education services. The CDE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Office of Equal Opportunity is charged with overseeing, leading, and directing the CDE’s efforts to meet the legal obligations set forth in state and federal civil rights laws, and regulations in CDE employment and delivery of education services. Inquiries regarding nondiscrimination and civil rights should be directed to the Office of Equal Opportunity.”

<https://www.cde.ca.gov/re/di/eo/>

GPPA will provide an inclusive and integrated setting where students with disabilities will have equitable access to all physical structures, school activities and learning accommodations per Title II regulations.

GPPA will provide an inclusive, physically and emotionally safe environment promoting well-being, and ensuring a social environment free from victimization. GPPA will ensure LGBTQ students acquire proficiency in rigorous California state standards by providing an equitable learning environment and teaching philosophy.

SPECIAL EDUCATION AND OTHER SPECIAL CIRCUMSTANCES

Identified Special Education students may take an alternative course of study as specified in their Individual Education Plan (IEP) to meet state and local graduation requirements for a diploma. Additionally, within the guidelines of the IEP, if a student with a disability does not meet all state and local requirements for earning a high school diploma, then the local education agency may award the student a certificate of completion in lieu of the traditional diploma.

Guajome Park Primary Academy (GPPA) provides Special Education Instruction to grades K-12 in accordance with the IDEIA, Education Code requirements and applicable policies and practices of the SELPA. GPPA is an independent public charter school of the Vista Unified School District, so students at GPPA are enrolled in the same manner as is provided to the students in other District schools. GPPA follows the District and SELPA policies and procedures and utilizes SELPA forms in seeking and identifying students who may qualify for Special Education programs and services. Following the guidelines of Response to Intervention, the Special Education program works closely with general education staff to monitor and follow the needs of students who are struggling academically.

The special education program at GPPA is structured to meet the needs of students as outlined by IDEIA and their IEP. GPPA’s focus centers on the students with total staff collaboration and home/school communication. Support in these three areas best serves the needs of Special Education students, general education staff and home. To meet the needs of all students, Education Specialists, School Psychologists, Instructional Assistants, Speech and Language Pathologists, Occupational Therapist, Autism Consultant, Deaf and Hard of Hearing Specialist, Assisted Technology specialist, all service Guajome’s campus needs.

Additional professionals are available if needed, based on the students IEP.

Students Receiving 504 Accommodations

The Governing Board of Guajome Park Academy (“GPA”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative procedure has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which

pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEIA”).

The Charter School Superintendent (“CSS”) shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s administrative procedure.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If GPA does not assess a student after a parent has requested an assessment, GPA shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 Plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. GPA shall periodically review the student’s progress and placement.

English Language Learners, Migrants, and At-Risk Youth

Mindful of the responsibilities and privileges of Title 1 status, GPA is committed to providing fair, equal and equitable opportunity for ELs, the children of migrants, foster youth, homeless youth, and at-risk youth to access a differentiated, high quality education and attain proficiency in alignment with rigorous California State Standards.

GPPA complies with all Title 1 regulations including providing our English Learners with equal opportunity and access to programs and services, providing our parent population with bilingual school communications, and providing English Learners access to proficiency through programs such as Spanish for Spanish Speakers (ideally heading in the direction of bilingualism).

“GPPA affirms, welcomes, and responds to a diverse range of English learner (EL) strengths, needs, and identities. GPPA prepares graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California” - <https://www.cde.ca.gov/sp/el/rm/>

“The purpose of Title I, Part C is to assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable during summer or intersession periods, that address the unique needs of migratory children; to ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards; to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet; the help migratory children overcome education disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; to help migratory children benefit from State and local systemic reforms. The Migrant Education Program (MEP) is a federally funded program authorized by Title I, Part C of the ESEA, as reauthorized by the ESSA. The purpose of the Migrant Education Program (MEP) is to assist in supporting high-quality and comprehensive

educational programs and services for migratory children during and beyond the school year and to help reduce the educational disruptions and other problems that result from repeated moves.

The purpose of Title I, Part D is to improve educational services for children and youth in local and throughout state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet”.

CLASSROOM LIBRARY

Every student will have the opportunity to check out books from the classroom library. Each classroom library is different, and the classroom library policies vary from teacher to teacher. We encourage parents to read and discuss books with their child every day. Each student is responsible for the books the student has checked out. If the student turns in a different book, the student and parents are responsible for the book checked out in the student’s name. Parents are also responsible for lost or damaged books. Any damage to books will result in a fine and/or charge for the full replacement costs of those items. Should a student fail to return books in a two week period, a reminder will be sent home along with the replacement cost.

SCHOOL LIBRARY

The library is a great place to read or study. Hours of operation are posted on the GPA website www.guajome.net. Please adhere to the following guidelines:

- Students may visit the library before or after school, but must obtain permission from their teacher to visit during the day.
- No food, drinks, chewing gum, and/or candy in the library.
- Parents are invited to visit at any time as long as prior arrangements are made and the visitor procedures are followed.
- Respect students and staff while maintaining a quiet working environment.
- Clean up and respect your work station (furniture, desks, etc.) before leaving the library.

Library Books

- During class visits, books checked out in grades K-2 must stay within the classroom, but may be brought home with parent permission. Grades 3-5 may bring books home.
- Two books may be checked out at a time, but more may be checked out with parent permission.
- Library books and materials may be checked out for two weeks and can be renewed twice if there are no requests for the book.
- Library books will not be checked out to anyone who owes a book or fine to the library. Report cards will also be held if materials are not returned and fines are not paid.
- Books or materials may be placed on hold by request if the book is currently checked out. The librarian will notify the student when the item is available. The requested book will only be held for five days.
- Damage to book or barcode will result in a fine. For damages, including water damage, the entire cost of the book will be charged.

FIELD TRIPS

Field trips must be aligned with and enhance the Common Core State Standards, Next Generation Science Standards and California State Standards. Student attendance is at the discretion of teachers and administration. Field trip proposals can be submitted to administration.

Chaperones will be chosen on a first come first served basis. Non-GPPA students are not permitted on GPPA field trips.

TECHNOLOGY

GPPA is committed to providing students with opportunities to use technology in general education and in the development of information seeking skills, which are essential for learning, working, and living in the 21st Century.

GPPA believes the Internet offers students a wide variety of resources which support student learning. It is GPPA's goal to educate students about efficient, ethical, and appropriate use of the resources. The Internet connection will be used to meet the goals of GPPA's curriculum. Specifically, students will have the ability to:

- Access a wealth of additional resources for reference and research
- Conduct searches, evaluate resources, locate relevant material, and interact with up to date primary sources.

It is to be understood that Internet access for students is a privilege, not a right. Proxies may not be used to access blocked Internet sites.

All computers connected to the Guajome Schools network systems are Guajome Schools owned equipment. Students are not allowed to bring personal computers to school (unless specific administrative approval is granted with the following understandings noted below), and connection of personal computers and/or USB key drive devices to the Guajome Schools networks is a violation of the rules for use of Guajome Schools technology.

Considering the provisions mentioned above, GPPA will not assume responsibility for:

- The reliability of the content of a source received by a user. Students must evaluate and cite sources appropriately.
- Costs that the student incurs if a product or service for a fee is requested by student
- Though every effort will be made to ensure a reliable connection, there may be times when the Internet service is down or scheduled for use by teachers, classes, or other students. In this event Guajome Schools is not responsible for the consequences of disruption in service.
- Privacy of email; though Guajome Schools does support privacy of e-mail, users must not assume that this is guaranteed. The technology coordinator and Guajome Schools administration reserves the right to investigate possible misuses or to monitor any e-mail connected through Guajome Schools computers.
- Lost, damaged, or stolen items- nor will investigate therein

In order for a student to use the technology and to gain access to the network, student and parent(s) must sign the Acceptable Computer and Internet Use Policy ("AUP"). Revocation of Internet and/or email access will be for violation of policy, the AUP, school rules, and/or for disciplinary issues/incidents. The Internet user and parents understand that student accesses the Internet at student's own risk.

K - 5th Grade Chromebook Use

Students in grades K-5 have the opportunity to use a school-owned Chromebook both at school and at home. Each student and parent/guardian will sign a Chromebook use agreement upon receipt of Chromebook.

Students are expected to:

- Bring the Chromebook to school every school day charged and ready-to-use
- Take reasonable steps to ensure that the Chromebook is not damaged or stolen
- Always use the Chromebook and Internet in a responsible manner consistent with Guajome Schools Acceptable Use Policies
- Access his/her account(s) only

Parents are expected to:

- Supervise and monitor their child's use of the Chromebook while he/she is away from school
- Be responsible for the cost of repairing or replacing the Chromebook should the device be damaged, lost or stolen or if the student leaves Guajome without returning the Chromebook. The replacement cost of each Chromebook along with accompanying charging cable.

Acceptable Computer and Internet Use Policy ("AUP")

Regulations and procedures provided in the Guajome Schools AUP provide students, parents, and staff with information about the privileges and responsibilities of using the Internet and school computer networks and resources. Students, parents, and staff are required to read and sign the agreement.

Copyright Policy

USE OF COPYRIGHTED MATERIALS

GPPA requires compliance with all applicable provisions of federal copyright law, including (where applicable) the U.S. Copyright law (Title 17 of the United States Code); Digital Millennium Copyright Act; Technology Education and Copyright Harmonization Act (TEACH Act); and all other legislation governing the maintenance of ethical standards in the use of copyrighted material. All members of the GPPA community shall comply with all of these provisions, and shall not copy or disseminate materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, school procedures, or other permissions. GPPA staff and students are also prohibited from using the GPPA information network to illegally download or share music, video and all other copyrighted information.

Please note that many works available electronically and on the Internet are protected by copyright, including pictures and images, text, logos, software, music or sounds, movie clips, email, and postings to newsgroups. As a result, much of the material on the Internet may not be copied unless permission is given by the copyright holder or the use conforms to an exception, such as the “fair use” doctrine (see below). This would include copying pictures from the Internet to use on a blog or other web page.

Improper use of copyrighted material can result in substantial fines and costs, as well as legal action, against the school and/or the staff or student. As a result, it is critical for staff and students to be aware of applicable copyright laws and to ensure they do not violate these laws when creating material for GPPA publications, including GPPA-hosted websites, and for classroom use.

Infringement of federal copyright law by students or staff may result in disciplinary action.

Fair Use Doctrine

Pursuant to 17 U.S.C. 107, the “fair use” doctrine provides an exception under federal copyright law. The doctrine allows the unauthorized reproduction of copyrighted materials for certain specific purposes such as criticism, comment, news reporting, teaching, scholarship, or research based on the following criteria: (1) purpose and character of the use, (2) nature of the copyrighted work, (3) amount and substantiality of the portion used, and (4) effect of the use upon the potential market for or value of the copyrighted work. Other exceptions exist for schools, including library reproduction and archiving (17 U.S.C. 108); first sale (17 U.S.C. 109); and classroom performance, display, and distance education (17 U.S.C. 110). If not covered by an exception, the copyright owner’s permission must be obtained before a work can be copied or performed.

If a student or staff member wishes to use copyrighted material that they believe would fall under the fair use doctrine, or if staff or students have any concerns or questions about whether use of material is allowable, please check with Administration before posting or using the material.

ASSESSMENTS

By utilizing a variety of assessment tools, teachers and parents gain a more complete picture of a student’s ability level and academic growth. GPPA’s assessment system incorporate daily work, authentic assessments, comprehensive tests, and projects (as assigned). Students demonstrate the knowledge, concepts, and skills that should be acquired during Elementary School by performing course-related tasks.

California Assessment of Student Performance and Progress (CAASPP)

The purpose of the CAASPP is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. GPPA students in Grades 3-5 participate in the CAASPP System.

CAASPP includes:

- The Smarter Balanced system of assessments for mathematics and English-language arts in grades 3-8 and grade 11
- California Science Test (CAST) 5, 8 and an assigned high school grade
- California Alternative Assessment (CAA) is a one on one assessment that is given in lieu of the SBAC for students with the most significant cognitive disabilities and who's IEP team designates the use of an alternate assessment.
- Optional for local educational agencies in (LEAs) to administer, the standards based test in Spanish

English Language Proficiency Assessments for California (ELPAC)

All students who indicate a home language other than English are given the initial English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment. Based on the results of the initial assessment, students will be identified as either Initially Fluent English Proficient (I-FEP) or an English Learner. English Learners will receive English Language Development (ELD) support and take the summative ELPAC annually thereafter between February 1 and May 31 until redesignated as Fluent English Proficient (R-FEP). GPA provides notification to all parents of GPA's responsibility for ELPAC administration and of ELPAC results within 30 days of receiving results from the test publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

California Physical Fitness Test

The state mandated Physical Fitness Test, required for Grade 5 is administered annually to GPPA students. Students are made aware of the state standards for gender and age group – beginning in Kindergarten. Class time is spent preparing students by benchmark testing, goal setting, and strategies for improvement.

State Mandated Assessments and Opt Out Procedures

Annually, most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) System. The tests in the CAASPP System provide information to teachers, parents/guardians, and students about students' progress and readiness for college and career. In addition, students may also participate in the California Healthy Kids Survey (CHKS) to help the school determine how to promote better health and wellbeing among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. Pursuant to Education Code Section 6061, parents have the right to exempt their child from such assessments. If you have any questions regarding your child's participation, or would like to know more information about the content of the state assessments administered at Guajome Park Academy, please contact the main office and inform the office staff of your desire to learn more about and/or opt out of these assessments.

Academic Policies

- All students are expected to come to school every day (see attendance section).
- All students must sign an agreement to abide by the policies and expectations stated in the GPPA Student Handbook.
- Students must abide by the Guajome Schools Acceptable Use Policy (computer contract – see "AUP").
- Students are expected to abide by the GPPA Master Agreement signed upon enrollment at GPPA.
 - If student is currently receiving Special Education Services or 504 Accommodations, a copy of the current 504 or a copy of the current IEP and psycho-educational report must be provided PRIOR to

completing enrollment. In addition, an interim IEP will be held within the first 30 days of the school year.

- Prior to enrollment, it is understood that Guajome must be notified of any active or pending expulsion or SARB hearings and/or active expulsion or SARB contracts. Failure to do so may result in immediate disenrollment.
- Student will not be enrolled in another public/private school while he/she is enrolled at Guajome.
- California Law permits the charter school to hold the parents liable for damages up to \$25,000 on any equipment, materials, and/or school property (Civil code 1714.1).

Standards Based Progress Reports

Standards based progress reports ensure that there is consistency amongst the GPPA program. It helps students and teachers focus on the standards from the beginning of the year, helping to guide differentiation and intervention for successful student progress. Most importantly, parents will learn how their students are doing based on these standards. Parents will learn which big ideas and concepts their students have learned and what they need to work on to ensure they can meet the grade level expectation.

GPPA works toward ensuring that all students are successful at meeting grade level standards. Standards describe what students know and should be able to do at each grade level in all subjects. The standards based progress reports designed to give parents more and better information about how their student is progressing. The progress report is shared with families at the beginning of the school year, and is frequently updated to reflect the most recent assessments taken. Families are able to see the updated in real time. Standards are presented in family friendly language. Standards and skills are highlighted to reflect areas where a scholar may need extra support. Reading and math benchmark assessments are also included on the progress report so families are able to see their scholar's growth on these assessments throughout the school year.

Homework/Late Work

Students in grades K-3 will not receive homework. Based upon current research, evidence doesn't substantiate that homework leads to higher achievement and promotion of self-discipline and responsibility. It has been stated that the impact of homework burdens parents, is stressful for students, leads to family conflict, takes time away from other activities, and student have less interest in learning (Kohn, Alfie. *The homework myth: Why our kids get too much of a bad thing.* De Capo Press, 2007).

In preparation for middle school, students in grades 4-5 may receive homework in the form of a menu with different learning opportunities to choose from, projects, and online assignments.

Academic Integrity Policy

Honest behavior and integrity is an expectation for all students at GPPA. GPPA is committed to creating an ethical academic atmosphere. To that end students will conduct themselves as principled learners. They will act with integrity and honesty, with a strong sense of fairness and justice. They will take responsibility for their actions and their consequences. Students will follow their teacher's directives and the school-wide practice concerning citation habits and acknowledgement of work published by others.

The school's guidelines with regards to school-wide norms for specific types of academic dishonesty, which will result in disciplinary action, are defined below:

- Cheating - any intentional giving of or use of external assistance relating to an examination, test or quiz without explicit permission of the teacher. This includes looking on another student's paper, sharing answers, copying another student's paper, or using answers written on a cheat sheet, part of the body, the desk, etc.
- Fabrication - any intentional falsification or invention of data, data citation, or other authority in an academic exercise.

- Unauthorized collaboration - while collaboration is often encouraged, unauthorized collaboration is not permitted.
- Plagiarism - any intentional representation of other's ideas, words, or works as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Alteration of materials - any intentional and unauthorized alteration of student, teacher, or library materials.
- Forgery - any unauthorized signing of another person's name to school related documents.
- Theft - any theft of materials.
- Transfer of unauthorized materials - any giving or selling of unauthorized materials.

Consequences of Academic Dishonesty

Consequences are listed in this handbook; Behavior section; Behavior Matrix.

All incidences of academic dishonesty must be reported to the appropriate designated staff member and recorded in the student's cumulative file.

WITHDRAWELS FROM SCHOOL

Students planning to transfer to another school must present a written request from a parent/guardian to the Registrar. The Registrar will issue a withdrawal slip for the student to present to teachers (on the last day of attendance) in order to receive grades, return textbooks, and clearing all debts (i.e. library fines). Transcript will be sent to the student's new school upon request from that school.

A student in good standing who voluntarily withdraws from GPPA during the first two weeks of a school year is eligible for re-enrollment if space is available.

ATTENDANCE

Student attendance is the most essential element of meeting the educational needs of the student. GPPA expects students to maintain a minimum of 97% attendance rate. This practice aligns with GPPA's student/parent expectations, which supports student success. Because of the rigorous nature of the academics, when a student misses classes, the student loses out on needed content exposure to be successful and the opportunity to contribute to the learning of others through participation and engagement. Also, GPPA's desire to provide "real-world" accountability of being on time to class and taking personal responsibility for attendance is a life skill that the student's future employers will always value. GPPA desires to equip students to embrace ownership and responsibility and be a productive part of the future workforce. And finally, student attendance provides resources for GPPA to support programs that enrich the learning environment. Failure to meet these expectations could jeopardize student enrollment with GPPA.

The Attendance Office phone number is (760) 631-8500 ext. 1122. After school hours, a voicemail message may be left at (760) 631-8505.

Absences from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law or Board policy. Please note - definitions of excused and unexcused absences are listed below. All students must maintain daily attendance that aligns with the Board approved GPPA school calendar and satisfies the minimum required attendance time. Each time a student is absent, the parent/guardian must clear the absence in a timely manner by note, in person, or by telephone. Notification in person or by phone needs to occur before 2:00 p.m. on the day of absence. A student may turn in a note before school, or during lunch (before 2:00 p.m.). Please be specific regarding the reason for the absence so that it can be determined whether or not the absence is excused. All absences are to be cleared with the Attendance Office within 72 hours of absence. Absences that are not properly

cleared may be considered unexcused/truant absences. Excessive truant and unexcused absences may result in Student Intervention Policy plan and may include appropriate truancy letters and/or possible referral to Student Attendance Review Team (SART) of the student's district of residence. .

A doctor's note may be required if a student is absent for more than five consecutive days. After ten total days of excused absence during a school year, medical verification may be required for all future absences.

Attendance Definitions:

Excused Absences

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

- Personal illness
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic appointments
- Attendance at funeral services for a member of the immediate family
- Illness or medical appointment of a child for whom the student is the custodial parent.
- Jury duty in the manner provided by law
- Family time before or after deployment
- Justifiable personal reasons such as:
 - Appearance in Court
 - Observation of a holiday or ceremony of his/her religion
 - Attendance at religious retreats up to four hours per semester
 - Employment interview or conference
 - Attendance at funeral services for someone not a family member of the immediate family
 - Family emergencies

*Any absences due to justifiable personal reasons must be approved via a written request to the administrative team or his/her designee. It is recommended that request be made ahead of the absence. If a written request is not received within 72 hours of the absence, then the absence will not be excused. If the absence is not approved by administration, then that absence will be considered "unexcused".

Unexcused Absences

Unexcused absences include but may not be limited to: absences that are not cleared, vacation, no ride, late getting up, car trouble, etc.

The Superintendent or designee shall implement positive steps to reduce truancy. A student who is a habitual truant may be referred back to the student's district of residence.

Tardies

Tardies not only affect the late student, but cause disruption within the classroom and impacts the ability of other students to focus and stay on task. It also creates time spent away from instruction by the teacher in order to address these disruptions. It is critical for students to be in class on time in order to support the learning environment for all students.

Students will be marked Tardy or Late depending on the time of arrival to class. A tardy is considered less than 30 minutes of instructional time missed and a Late is over 30 minutes of instructional time missed which could result in a truancy. Tardies or Lates must be cleared by the Attendance office for only excused reasons such as personal, doctor appointment, dentist, etc. within 72 hours.

Each student's attendance will be checked weekly. Tardies that have not been cleared will be reported and consequences will be assigned including, but not limited to: parent contact and/or attendance letter.

Excused and Unexcused Absences

A student with excessive tardies, unexcused absences, or trancies will receive administration intervention by not meeting attendance expectations.

- Whole day absences that are not cleared will be recorded as trancies or unexcused absences. It is required to clear absences within 72 hours (three days).
- Illness or medical emergencies validated by a note from a parent/guardian or physician are excused absences. It is the parent/guardian or student's responsibility to clear all absences. Upon returning to school after an absence, a note from a parent/guardian or doctor must be presented to the teacher upon student's return to class.
- Whole day or period absences that exceed ten days requires a personal or medical excuse to be cleared.
- Work assigned prior to an absence is due upon the student's return.
- A student returning from excused absences will be allowed to make up missed work. Upon returning to school, the student will be allowed the same number of days plus two additional days to make up work as he/she was absent (e.g., if a student was absent for three days, upon return to school, the student will have five days to make up the work). Stated teacher policies may provide additional flexibility to make up assignments and these may vary from teacher to teacher.

Excuses Prior to Absence

Absences meeting the stated criteria may be cleared with the Attendance Office prior to an absence. Advance requests to be excused from class must be in writing, signed by a parent/guardian, and must be presented to the Attendance Office prior to the day of absence.

Leaving School Early

A student who needs to be excused from school early must have a parent/guardian obtain an off-campus pass from the Attendance Office. A parent/guardian should bring a note stating the date, time, and reason for the student leaving campus. Should a student need to leave campus at any time or for any reason, a parent/guardian must authorize the student's request to leave and must sign the student out through the Attendance Office prior to leaving campus.

Short Term Independent Study ("STIS")

Parent/guardian may make a signed written request for a STIS agreement for student when the student will be absent from school due to emergency or illness. Ample notification (seven to ten days) is required. STIS agreements are available for a student who will be out for two or more days with a maximum of ten days per school year. This agreement allows the student to maintain academic progress without falling behind during the absence. Absences for unexcused reasons beyond the approved timeframe will be considered truant and will be treated as such. A student with an IEP can participate in the STIS program with an IEP amendment stating such and signed by parent/guardian. All requests for a STIS agreement must be submitted to the Attendance Office and approved by a Guajome Schools Administrator or designee.

The following applies to STIS agreements:

- STIS agreements must be completed in advance.
- Work assigned must be equal to classroom instructions.
- Due date for assignments cannot extend beyond the day the student returns to the classroom.
- After the due date, makeup work or completion of assignment(s) will not be accepted for attendance purposes.
- Failure to complete the entire work packet upon return could result in the student being identified as truant.

Truancy

A student may be classified as truant if absent from school without a valid excuse three or more full days in one school year. Being late or absent for more than any 30-minute period of instruction without a valid excuse on three or more occasions in one school year is equal to one day of unexcused absence. A truancy could be any combination of unexcused absences and late for any 30 minute period of instruction. The student's attendance non-compliance shall be reported to the Superintendent or designee.

Step 1: THREE UNEXCUSED ABSENCES generate the first notification of truancy. Letter will be placed in student cumulative folder, mailed home, and site interventions will take place and are documented.

Step 2: SIX UNEXCUSED ABSENCES generate the second notification of truancy. Letter will be placed in student cumulative folder, mailed home, and site interventions will take place and are documented.

Step 3: NINE UNEXCUSED ABSENCES generate the third notification of truancy. Letter will be placed in student cumulative folder, mailed home, and the student may be referred to the Student Attendance Review Team (SART) of his or her district of residence.

BEHAVIOR

The GPPA community promotes a safe, positive learning environment where all students are empowered to become decision-makers, take ownership for their actions, inspire life-long learning, and become responsible productive citizens. Citizenship in a democracy requires personal responsibility and respect for the rights of others. Student conduct shall reflect consideration for the rights and privileges of others, and cooperation with all members of the school community is expected. Students are required to respect self and others and to follow directions from GPPA staff. Expectations for student behavior are outlined in section About Guajome in this handbook.

CLOSED CAMPUS POLICY

GPPA is a closed campus. A student without authorization from administration is not permitted to leave school grounds during student's scheduled school hours (which include lunch and breaks). Student is permitted to leave school grounds at the conclusion of student's last scheduled class. All visitors must check in at the front desk before entering school grounds.

School grounds encompass the school's buildings and common areas south of Museum Way and east of North Santa Fe. Students are not allowed to enter the parking lot areas during school hours unless supervised by adult or as outlined in numbers four and five listed under section Authorization for Leaving Campus. Students who are not enrolled in classes in the Middle or High School Programs on the main campus are not permitted on the campus without permission from an Administrator or a designee. Walking off campus is prohibited during lunch and breaks.

Authorization for Leaving Campus:

- Student is under the direct supervision of a GPPA staff member
- Parent/guardian signs student out

Visitors

- In order to ensure campus security and protection to students, strict enforcement of policy regarding the presence of non-students on campus is enforced.
- Campus visitors, including parents and guest speakers, must check in at the front desk and receive a visitor's pass if they are on campus between the hours of 7:30 a.m. until 3:30 p.m. The visitor's pass must be displayed prominently so that staff will be able to identify the visitor properly.
- Please drop off your student(s) in the drop-off area with teachers unless you are scheduled to volunteer on campus. If you are on campus to volunteer, please sign in at the front desk and receive a visitor's pass.

- Only students registered and attending Guajome Park Primary Academy may be on campus during school hours, no other students are allowed to be on campus during school hours. Students who have been assigned to home suspension are considered non-students during the term of their suspension, and their presence on campus or at any school-sponsored event is not permitted.
- Parents entering to see and/or sign a student out of class must be prepared to present proper picture identification.
- Students may not be released to any person other than the parent or guardian without their parent's/guardian's authorization.
- While on campus, all visitors must strictly adhere to Guajome policies and directives given by staff, including but not limited to; emergency drills and protocols.
- Any visitor who disrupts the learning environment will be subject, but not limited to the following consequences: immediate removal from the premises, police intervention, and or a permanent ban from the campus.

DRESS CODE

Student behavior is greatly improved, which leads to a more productive working environment, when a student is dressed appropriately for school. GPPA has established a dress code that gives families flexibility in the way their student dresses. Use good judgment when dressing for school and all school related events.

Appropriate dress is an important life skill a student needs to learn. Dress codes are reviewed and renewed as styles change and as students use clothes to make negative affiliations with outside groups or dress becomes a safety issue. A student will not be allowed to remain at school in clothing that is inappropriate or otherwise unsafe, offensive, or disruptive to instruction.

Consequences for inappropriate clothing range from a simple change of clothing to student suspension from school, depending on the specific infraction of school policy.

State law requires that students wear shoes at all times.

The following clothing items are not allowed:

- Visible undergarments or midriff/backless tops or dresses/tube tops/overalls with inappropriate skin exposure
- Shorts with less than a three-inch inseam or that are inappropriately worn or tattered
- Revealing clothing; if needed, appropriate clothing will be provided in the GPA Health Office.
- Tank style underwear shirts with less than 1 ½ inch wide straps
- Excessively large pants that sag or drag on the ground; pants with one leg rolled up
- Belt buckles, wristbands, belts, jewelry, or any clothing with spikes
- Chains
- Clothing written on or marked in a "tag" or graffiti style
- Clothing displaying inappropriate images/messages such as alcohol, tobacco, drugs or violence
- Clothing displaying images/messages that may be offensive to others and would be interruptive to the learning process
- Rings or jewelry that could be considered a weapon or choker style pet chains
- Gang style clothing or accessories including gang colors or emblems; this includes bandanna print scarves, hairnets, hoods, etc.
- Flip-flops

Repeated violation of the dress code(s) shall be considered disruption of school activities and/or willful defiance of valid school personnel authority. Appropriate consequences shall be specified and implemented according to the discipline policies and may result in suspension.

GPPA reserves the right to send a student home at any point during the school day for concerns with personal health and wellness of the student or their classmates.

HEALTH AND WELLNESS

GPPA reserves the right to send a student home at any point during the school day for concerns with personal health and wellness of the student or their classmates.

Meal Charges/Balances

If a student takes a meal they will be charged for it. We encourage families to have a conversation with students so they know whether they can participate in the school meal program. Guajome Schools will allow students to charge a negative balance to their lunch account. The negative balance limit is \$30. Once students with a PAID status reach the negative balance limit, they will not receive a meal at the service window. Students will receive a lunch application packet to bring home for their family to fill out. Weekly phone calls will be placed home to ensure families are paying their balance. In addition, weekly student account balance notifications will also be mailed to families. The balance statement will include instructions for making payments (same as above). Guajome Public Schools prohibits the charging of à la carte or extra items by any student with a negative balance regardless of the student's eligibility status. Outstanding balances must be paid within 2 weeks.

If your family is experiencing a financial setback, please contact us so we can help. We are willing to work with you to develop a payment plan for your meal account. Also, families may submit a free/reduced lunch application at any point during the school year. We can assist you in applying for the free or reduced meal program if your income situation has changed mid-year.

COVID-19

As the ever evolving situation of the COVID-19 pandemic continues, our safety guidelines and protocols will continue to follow that of our local authorities. Families may be required to sign an additional COVID-19 campus agreement as a means to ensure all students and families understand and follow GPPA's safety protocols.

DRUG/ALCOHOL POSSESSION

If a student possesses, uses, sells, or otherwise furnishes a controlled substance, an alcoholic beverage, or an intoxicant of any kind while on school grounds, while going to or coming from school, during lunch period on or off campus, during or while going or coming from any school sponsored activity, student will immediately be suspended and may be subsequently recommended for expulsion. Student may be referred to law enforcement. Upon further investigation, expulsion may be recommended. If student offers, arranges, or negotiates to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sells, delivers, or otherwise furnishes another person something that looks like that controlled substance/alcoholic beverage, the same penalties listed above apply.

ELECTRONIC DEVICES

Cell phones and personal electronic devices, including smart watches, are not to be used on campus. Smart watches can be used to tell time, but not used for calling or texting during the school day. Electronic devices must be off except for: before and after school. Electronic devices are not suitable calculators in classes and are not to be used as a calculator or utilized as an iPod platform to listen to music unless otherwise permitted by classroom teacher. Electronic devices are not to be used to access the web, to send text messages during instructional time, or for any use other than as a phone. A student is expected to always follow adult directions regarding electronic device use. The following protocol for violation of electronic device rules will include:

1. First Violation - if device is out – the teacher will take the device and the student must retrieve the device from the teacher at the end of the day.
2. Second Violation – if device is out – the device will be given to administration and the student must retrieve the device from an Administrator at the end of the day.

3. Third Violation – if device is out – the device will be given to administration and the student’s parent/guardian must retrieve the device from an Administrator.

Bringing electronic devices to school is not recommended. Students have access to school phones upon request or for emergency purposes. If parent/guardian has an urgent need to contact students during school hours, the parent/guardian may contact the front desk and the message will be relayed to the student. A parent/guardian is not to call a student during instructional time as this disrupts the instructional environment and places the student in violation of the school policy. If a student chooses to bring an electronic device to school, GPPA is not responsible for loss, theft or damage.

FACILITY RULES

To ensure the safety for all GPPA students, students are allowed in student-designated areas only. Non-student areas include but may not be limited to elevators, railings, retaining walls, roofs, building ledges, blocked walls, planter bed areas, fire lane, etc. A student must follow GPPA staff directions and refrain from disruptive and unsafe behavior at all times. A student in violation of facility rules may receive a non-compliance letter and may be subject to discipline and/or suspension.

Playground Rules

- All games are to be played in the designated areas only.
- Students are encouraged to play with other students.
- When the end of recess is signaled, all students must stop playing and calmly line up for class.

Lunch Rules and Expectations

- Students will remain seated from at their table, bench, or ground spot while they are eating their lunch. Once their entire lunch area is picked up of trash, a Supervisor will excuse that table to throw away all their trash and line up to go to the playground.
- Students are responsible for any and all trash, food scraps, and other lunch items in the lunch area.
- Students are responsible for putting away their personal lunchboxes in their classroom’s spot.

Recess Rules and Expectations

- No playing on the hill near the high school basketball court or on the other side of the cement drainage ditch
- No running up/down hills to get a stray ball.
- Consistent tetherball rules
- Stay off the stairs
- Use the ramp to WALK to and from the restrooms
- Play where a teacher can see you
- Use the equipment appropriately

Bathroom Area

- No running, chasing, playing, or bouncing balls in the bathrooms
- Use talking “inside voices” – no screaming.
- Use the bathroom area appropriately and leave it neat.

Electronic Surveillance

Video recording systems are installed and used at all hours for purposes including, but not limited to, the following:

- The security of the facility
- To inhibit vandalism to the site and other misconduct on the site

- Evidentiary purposes

The Superintendent, or designee, oversees the implementation and operation of the video recording system and will comply with the following guidelines and restrictions:

- The video cameras will record videos without sound, and will not record such areas as inside restrooms, classrooms, or counselor offices, as opposed to areas generally accepted as public, such as, but not limited to:
 - outdoor campus areas
 - parking lots
 - walkways and hallways
- The video cameras will generally not be monitored and are intended to read and store the images for future reference.
- The video cameras may be programmed to record continually.
- Video recordings may be erased, deleted, or destroyed after ten (10) days, unless there is an administrative decision to maintain recordings for a longer period of time.
- Video recordings are the property of GPPA and may be reproduced only as permitted by law.
- The automatically operating video cameras might record conduct upon school grounds and may not be continually monitored.
- Video cameras will not record audio.

Off Limit Areas

Students are not to visit off limit areas during school hours. Areas that are off limits at all times during the school day are:

- The parking lots
- Public streets adjacent to campus
- Other classrooms/general campus
- Museum grounds
- Sidewalks along the perimeter of the school
- The area behind the gym/wellness center
- Any non-designated area on campus which has been communicated by staff

General Information

The following behaviors are not permitted on or near campus, on the way to or from school, or at any school function regardless of location. Students pretending to engage in any of the behaviors listed may be subject to the same consequences because pretending disrupts school activities. The behaviors are punishable by detention, suspension, removal from class, restitution and/or expulsion from GPPA. (A list of offenses that, if committed, can lead to disciplinary action, are included in this handbook. However, this list does not preclude GPPA from implementing disciplinary action, at administration's discretion, for behaviors deemed inappropriate that may not be included in the list.)

FIGHTING AND INTIMIDATION

Fighting and intimidation are not tolerated and are dealt with immediately. If student engages in intimidation or fighting, student is subject to suspension and/or possible immediate expulsion from GPPA. Engaging in any violence (hitting, throwing, fighting, etc.) may result in referral to law enforcement authorities depending upon the act committed. Parents may be held liable for their student's actions, which mean they can be held financially responsible for a crime that their student commits. Guajome has a Conflict Resolution/Peer Mediation team that can intervene before a conflict turns into a fight. If it is believed that there is the need for a conflict resolution session, a teacher,

Administrator or designee, or a school Counselor should be contacted immediately. Students must solve problems at GPPA without fighting.

NON-HARASSMENT AND NON-DISCRIMINATION POLICY

GPPA is committed to providing an academic environment that is free from all forms of intimidation, exploitation and harassment, including sexual harassment. In keeping with that commitment, the school maintains a strict policy prohibiting harassment based upon race/color, national origin, ancestry, sex/gender, sexual orientation, citizenship, age, religion, disability, medical condition, or any State protected class. This policy prohibits all types of harassment, including verbal, physical, and visual harassment. Any student who believes that he/she has been the victim of unlawful harassment should immediately report the matter to a teacher, Counselor, and/or Administrator. Complaints of harassment will be promptly investigated and appropriate corrective action will be taken. Anyone who violates this policy will be subject to discipline, up to and including suspension or expulsion. In all instances of alleged harassment involving members of the GPPA community, such incidents shall be reported immediately by the teacher, Administrator or designee, or Counselor receiving such allegations to the Superintendent and/or designee.

PERSONAL ITEMS

GPPA is not responsible for loss of student's personal items. If a student brings personal items to school, the student is responsible for potential loss of items.

SCHOOL PROPERTY DAMAGE

California Law permits the charter school to hold parents liable for damages caused by their student for up to \$25,000 on any equipment, materials, and/or school property; Civil Code 1714.1.

STUDENT DROP-OFF AND PICK-UP

The safe arrival and departure of Guajome School's students, staff and stakeholders is largely dependent on communication and cooperation.

Student supervision will begin at 8:00 a.m. Middle and high school siblings **MUST** wait with primary students until proper supervision arrives at 8:00 a.m.

Student pick up will conclude 15 minutes after the final dismissal bell (e.g. Kindergarten-2:15 p.m., Grades 1-5 regular bell schedule – 3:25 p.m., modified day and Friday's – 2:15 p.m.).

Students in 1st through 5th grade who are waiting for a middle or high school sibling will report to Gap Care from 3:10 p.m. - 3:40 p.m. Monday through Thursday. Student behavior in Gap Care can jeopardize this courtesy service.

General Pick-up/Drop-off Information for Parents

- GPPA student drop off will be in the west side of the parking lot by the portable buildings
- GPPA student pick up will be in the traffic circle surrounding the flagpole
- General Parking is permitted in "Unmarked" parking spaces
- Student Parking is permitted in the parking lot that is east of the GPA's East driveway entrance
- Please do not stand, stop or park in marked parking spaces or spaces designated for handicapped parking

Drop-off and Pick-up Procedures for Parents

- Please pull your vehicle into the parking lot by the portables (Drop off) and the traffic circle surrounding the flagpole (Pick Up)
- Have the student exit the vehicle quickly and safely
- Have the student ready to exit the vehicle after you have stopped in the drop-off zone
- Drive forward to exit the Pick-up/Drop-off area

- Please stop or park your vehicle in a designated parking space if an office visit is needed or more time is required to Pick-up/Drop-off

Please Do Not:

- Park or wait in the Pick-up/Drop-off area
- Cut in line to take an open spot to Pick-up/Drop-off
- Get out of your vehicle to help your child
- Leave your vehicle unattended in the Pick-up/Drop-off area
- Drop off anyone in the passing lane
- Park in non-designated areas of the parking lot
- Stop or park in a fire lane

PUBLIC DISPLAYS OF AFFECTION

Public displays of affection are defined as anything determined to be inappropriate by school staff members. Inappropriate behavior includes but, is not limited to sharing chairs or sitting on someone else's lap (regardless of the gender), kissing, hugging, inappropriate touching, etc. If a teacher or other GPPA staff member asks student to stop the behavior, student must do so. Failure to stop the behavior when asked is equivalent to defiance and subject to disciplinary action.

ROBBERY, THEFT OR EXTORTION

Robbery or extortion is strictly prohibited. Students are not to steal, attempt to steal, or knowingly receive stolen property. Such acts are punishable by suspension, expulsion, and/or police intervention

SEARCH AND SEIZURE

GPPA 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 GPPA rules and regulations, jeopardizes the health, safety, and welfare of students and GPPA employees. Incidents which jeopardize the health, safety, and welfare of GPPA students and employees may necessitate the search of students and their property.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or GPPA rules and regulations, including, but not limited to, possession of illegal, unauthorized, or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or GPPA employees, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Any search of a student and/or their personal effects shall be conducted by a school in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall a strip search be conducted by school officials. These types of searches are prohibited by law and require a student to remove or arrange some or all of their clothing, and undergo the inspection of parts of the student's body.

A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others, or school property.

Prior notification to parent/guardian is not required. Refusal by student to cooperate with search by school personnel will lead to referral by School Resource Officer (SRO) and will result in suspension to ensure safety.

SEXUAL HARASSMENT

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature. GPPA recognizes that harassment on the basis of gender is a violation of both federal and state employment discrimination laws as well as Board policy and administrative procedures. GPPA is committed to providing students with an academic environment free from sexual harassment and will not tolerate such conduct on the part of any student or GPPA employee. Any student with a complaint of sexual harassment should notify an adult staff member including, teacher, Counselor, or an Administrator who will begin the complaint process contained in GPPA's uniform complaints process. Copies of the uniform complaints process may be obtained from the school. No individual will suffer reprisals from reporting incidents of sexual harassment or making any complaint.

ANTI-BULLYING POLICY

GPPA is committed to developing caring students who show empathy, compassion and respect toward the needs and feelings of others. Guajome Park Primary Academy is committed to ensuring that our school is a safe, nurturing, and positive environment for every student. GPPA staff will closely monitor students in all areas of the school and playground for signs of bullying and will refuse to tolerate bullying of any kind. Bullying is when someone keeps hurting, frightening, threatening, or leaving someone out on purpose. Bullying is unfair and one-sided.

The following are unacceptable bullying behaviors:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Teasing
- Insulting someone's race, religion, or gender by using put-downs
- Gossiping or spreading rumors about another student
- Leaving another student out on purpose

UNIFORM COMPLAINTS POLICY

The complaint procedures described in this section are used on the occasion when administrators and leaders within GPA receive complaints from students, parents, and patrons for all types of complaints and from employees in any cases that may have legal ramifications such as discrimination and harassment. It is GPA's policy to resolve these complaints informally and as early as possible. Often this can be achieved by arranging for the person making the complaint to meet with the person about whom they are complaining.

The purpose of this document is to help guide those who choose to file a formal complaint into the appropriate process. This is an important first step as complaints initiated in an improper procedure will create delays and make resolution difficult.

Each of the complaints listed below are governed by a different set of laws, procedures, and forms. The following sections provide fill detail appropriate procedure:

- A. Complaints Against GPA Personnel (Non-Management)
- B. Complaints Against GPA Personnel (Management)
- C. Complaints of Discrimination Against Individual
- D. Complaints Concerning Programs and Programmatic Discrimination

Hopefully, this guide will be helpful. Please contact the GPA Uniform Complaints Officer ("UCO") for any questions regarding this document.

A. COMPLAINTS CONCERNING GPA PERSONNEL (Non-Management)

This procedure is to guide students, parents, and patrons in their complaints against GPA employees. This procedure is not to be used by employees to resolve complaints against other employees. Such complaints should be directed to their supervisor, the supervisor of the respondent, or resolved according to terms of contract.

The normal channel for complaints by patrons concerning GPA personnel (non-management) is as follows:

1. To employee
2. To site administrator or supervisor
3. To the Uniform Complaints Officer (“UCO”)
4. To the Charter School Superintendent (“CSS”)

Every effort will be made to resolve the matter informally at the earliest possible stage. Complaints not resolved by employee or site administrator will be submitted formally in writing (utilizing designated form – Formal Complaint Against GPA Personnel) to the UCO for further processing.

Complainants must initiate resolution of the complaint, either informally or formally, within thirty (30) days of the events triggering the complaints. If the attempts at informal resolution are unsuccessful, the complainant must file a formal complaint within 30 days of the informal conference. Failure to meet these timelines may result in dismissal of the complaint.

Complaints that are unresolved by the site administrator or supervisor may be referred to the UCO.

The UCO shall receive a written report concerning the complaint from the site administrator or supervisor. Such written report shall include, but is not limited to, the following:

1. Name of the employee involved
2. A brief but specific summary of the nature of the complaint and the facts surrounding same, sufficient to inform the UCO as to the precise nature of the complaint
3. A true copy or the signed original of the complaint
4. A summary of the action taken by the site administrator or supervisor, in connection with the complaint and his/her specific findings

The UCO may decide whether to hear the complaint in person, assign a designee to hear the complaint, to act on the basis of the written report, or to allow the decision of the site administrator or supervisor to stand. The UCO or his/her designee shall reply to the complainant(s) within fifteen (15) days of receipt of the written report.

GPA shall cooperate with the parties involved so as to quickly and easily meet the requirements of these policies and procedures.

B. COMPLAINTS AGAINST GPA PERSONNEL (Management)

Ideally, when parents or patrons have complaints concerning management personnel, such complaints are to be presented initially to the manager who is the subject of the complaint. If unresolved at this level, the complaint may be processed by the complainant through the chain of command until solution is reached.

The chain of command is from site administrator/leader to UCO to CSS. If the complaint has been unresolved at the first two stages, it is referred to the CSS.

Every effort will be made to resolve the matter informally at the earliest possible stage. Complaints not resolved at the site/department may be submitted by the complainant (utilizing designated form – Complaint Against GPA Personnel) to the appropriate Central Office administrator for further processing. If considered appropriate, the UCO or CSS designee will become involved in the matter at this level.

Complainants must initiate resolution of the complaint either informally or formally, within thirty (30) days of the events triggering the complaint. If the attempts at informal resolution are unsuccessful, the complainant must file a formal

complaint within thirty (30) days of the informal conference. Failure to meet these timelines may result in dismissal of the complaint.

The manager involved shall be advised of the nature of the complaint, shall receive a copy of the complaint when applicable, and shall be given every opportunity to explain, comment, and make presentations of the facts as he/she sees them.

Timelines for informal and formal resolution of the complaint are as follows:

- Within five (5) working days of receipt of the complaint by a manager
- Within ten (10) working days of receipt of the Formal Complaint Form

Complaints that are unresolved by the UCO or CSS designee may be referred to the CSS.

The CSS shall receive a written report concerning the complaint. Such written report shall include, but not be limited to, the following:

- Name of the employee involved;
- A brief but specific summary of the nature of the complaint and the facts surrounding same, sufficient to inform the CSS as to the precise nature of the complaint;
- A true copy of the signed original of the complaint;
- A summary of the findings and actions taken in the preceding steps. The CSS may decide whether to hear the complaint in person, to act on the basis of the written report, or to allow the decision of his/her designee or UCO to stand.

The CSS shall reply to the complainant(s) within fifteen (15) days of receipt of the written report.

GPA Office shall cooperate with the parties involved so as to quickly and easily meet the requirements of these policies and procedures.

C. COMPLAINTS OF DISCRIMINATION

1. *Nondiscrimination Philosophy and Policy Statement*

GPA is an equal opportunity employer and is committed to an active Nondiscrimination Program. It is the stated policy of GPA that harassment is prohibited and that all employees and applicants shall receive equal consideration and treatment. All recruitment, hiring, placements, transfers, and promotions will be based on the basis of qualifications of the individual for the positions being filled regardless of Sex, Sexual Orientation, Race, Color, Ancestry, Religious Creed, National Origin, Physical Disability, Mental Disability, Medical Condition, Age, Marital Status and Denial of Family Care Leave.

To achieve the goals of our Nondiscrimination Program, it is necessary that each member of GPA understand the importance of the program and his or her individual responsibility to contribute toward its maximum fulfillment. Each employee of GPA making decisions affecting employment shall fully comply with GPA's nondiscrimination policy.

The following procedures shall apply in handling discrimination complaints filed by persons against GPA.

2. *Definitions*

In the implementation of this procedure, the following definitions shall pertain:

- *Complaint* – Any allegation by an employee or applicant for employment of a violation, misapplication, or misinterpretation of written GPA employment policies and/or procedures resulting in adverse conditions personally affecting the employee, and that such treatment was based on race, ancestry, national origin, color, sex, religion, physical disability, and/or age (over 40). Other employer-employee relations' matters for which a

specified method of review is prescribed by law or within a negotiated agreement are not within the scope of this procedure.

- *Complainant* – The employee or applicant for employment filing the complaint.
- *Workday* - A day when the administration center of GPA is open for business.

3. *General Provisions*

- All parties need to recognize their mutual responsibilities to secure, at the lowest possible administrative level, prompt and equitable solutions to a complaint and to agree that these proceedings shall be as informal and confidential as possible.
- A complaint must be initiated within thirty (30) workdays after the alleged age or condition giving rise to the occurrence of the complaint.
- The administrator will establish a meeting within the limits described in this procedure.
- All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The complainant also shall be notified of his/her right to appeal the decision to the next level.
- When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.

4. *Level I*

The complainant will first meet informally with his/her immediate supervisor or site administrator. If the complainant's concerns are not clear or cannot be resolved through informal discussion, the supervisor or site administrator shall prepare, within ten (10) working days, a written summary of his/her meeting(s) with the complainant. This report shall be available when requested by the Director of Business Services or the CSS.

An applicant for employment shall present his/her complaint at Level II.

5. *Level II*

If a complaint cannot be satisfactorily resolved at Level I, the complainant shall submit his/her complaint in writing on the GPA form designated for complaints regarding discrimination, and present it to the Director of Business Services, describing specifically the time, place, nature, and participants of the alleged discriminatory acts or policies. The Director of Business Services or a designee of the CSS shall assist the complainant with this writing if such help is needed. The Director of Business Services or designee of the CSS will respond to the complainant in writing within fifteen (15) working days.

The Director of Human Resources or the designee of the CSS shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, and appropriate staff members, and review of the supervisor/site administrator's report and all other relevant documents. If a response from third parties is necessary, the Director of Human Resources or designee of the CSS may designate up to ten (10) additional working days for investigation of the complaint. With the complainant's consent, an additional period of time may be allowed for resolution of the complaint. Every reasonable effort will be made to resolve the problem in a manner acceptable to all parties. Complaint forms will be available from the Personnel office.

6. *Level III*

If the problem cannot be resolved at the second level, the complainant shall have the right to present the complaint to the CSS or a designee (different individual from the one referred to in Level II), following the same procedures as in Level II.

7. *Level IV*

If the matter cannot be resolved at the third level, the complainant may request a hearing before the Board of Directors. Any such request must be made in writing within twenty (20) days after receiving the CSS's or designee's decision. The Board may grant the hearing request for the next regular Board meeting for which it can be placed on the agenda. If the Board elects to hear the case, the Board shall hear all information relevant to the complaint and shall render its decision within fifteen (15) working days.

8. Alternate Steps

The existence of this complaint procedure does not affect the right of any individual or group to file a complaint with the Equal Employment Opportunity Commission (EEOC).

9. Civil Law Remedies

Persons who have filed a complaint with an educational institution are advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other orders may also be available to them.

The U.S. Department of Education, Office for Civil Rights, enforces compliance with Section 504, the ADA, and Title IX and may be contacted for assistance with compliance relating to these laws and their regulations. The EEOC is an agency that enforces compliance with federal laws and regulations protecting individuals from employment discrimination and may be contacted for assistance with complaints of employment discrimination.

D. COMPLAINTS CONCERNING SPECIAL PROGRAMS AND SERVICES AND ALLEGATIONS OF DISCRIMINATION IN ALL PROGRAMS AND SERVICES

GPA recognizes that all programs and services must be administered in full compliance with state and federal laws and regulations governing such program and as applicable to charter schools. These programs and services include:

- Special Education Program
- National School Lunch Program

Additionally, the Board of Directors expects that all GPA programs and services shall be free from discrimination with respect to gender, race, color, religion, national origin, ethnic group, marital or parental status, socio-economic status, and physical or mental disability.

All complaints alleging violation of state or federal law or regulations governing the programs or services listed above, or complaints of alleged unlawful discrimination brought by students, employees, parents/guardians, or other members of the community will be resolved in a prompt and equitable manner.

GPA will investigate and seek to resolve complaints at the local level and will follow Uniform Complaint Procedures when addressing complaints alleging unlawful discrimination or failure to comply with the law in the programs and services listed above.

The Board of Directors prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. The Board acknowledges and respects students and employee rights to privacy and all complaints shall be investigated in a manner that protects these rights.

- The CSS will designate staff members to receive complaints, investigate complaints and ensure compliance with the state and federal laws and regulations governing the programs listed above. Designated staff members will be responsible for complaint resolution, and will annually notify parents, employees, students, and other interested parties of the Uniform Complaint Procedures, including the opportunity to appeal GPA's decision to any civil law remedies that may be available.

1. Uniform Complaint Procedures

Any individual, public agency, or organization may file a written complaint of alleged noncompliance with the UCO. The UCO will forward the complaint to the director of the program or the appropriate administrator. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, GPA staff shall help him/her to file the complaint

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Unlawful discrimination is prohibited by the following Federal statutes:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs;
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age; and
- Title II of the American with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

Any individual, public agency, or organization may also file a complaint with the applicable official entities.

2. Appropriate Investigation of Complaint

The director or the site administrator shall hold an investigative meeting no later than 10 calendar days of receiving the complaint. This meeting will provide an opportunity for the complainant and/or his/her representative and GPA's representatives to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other. To ensure that all pertinent facts are made available, the site administrator and the complainant may ask other individuals to attend this meeting to provide additional information.

3. Written Decision

Within twenty (20) calendar days of receiving the complaint, the appropriate director or administrator shall send to the complainant a written report of GPA's investigation and decision, including:

- The findings and disposition of the complaint, including corrective actions, if any
- The rationale for the above disposition
- Notice of the complainant's right to appeal the decision to the CSS

4. Appeal to the CSS

If a complainant is dissatisfied with the director's or site administrator's decision, he/she may, within five (5) calendar days, forward the written complaint to the CSS. Within five calendar days of receiving the complaint, the CSS shall discuss with the complainant the possibility of using mediation or shall attempt to resolve the issue by administrative review. If all parties agree to mediation, the CSS shall make all arrangements for this process.

If the mediation process or the administrative review do not resolve the problem, within ten (10) calendar days, the CSS will send the complainant a written report of the decision, including:

- The findings and disposition of the complaint, including corrective actions, if any
- The rationale for the above disposition
- Notice of the complainant's right to appeal the decision to the Board of Directors

5. Appeal to the Board of Directors

If the mediation process or administrative review does not resolve the problem, the complainant may appeal to the Board of Directors. This complaint shall be forwarded to the CSS within five calendar days after the termination of mediation or administrative review. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened to meet the sixty (60) calendar day limit with which the complaint must be answered. The Board may decide not to hear the written decision. If the Board hears the complaint, the CSS shall send the Board's decision to the complainant within sixty (60) days of GPA's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

DISTRIBUTION OF SCHOOL –RELATED PUBLICATIONS

Publications, advertisements, or other written materials may not be distributed on campus without prior administrative approval. If a school club wants to advertise an event, administrative approval is required. Designated areas are provided for display of approved materials.

Student Freedom of Speech and Expression

Students attending GPPA have the right to exercise free expression and communicate appropriately through the use of designated areas which have been identified by administration such as; bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other appropriate insignia. GPPA respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their appropriate speech, their writing, their clothing, and the printed materials they choose to post or distribute which do not disrupt the learning environment of GPPA. Students cannot use school equipment to duplicate, produce, or facilitate reproduction and/or distribution of any materials that are non-school sanctioned.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Circulation of Petitions and Other Printed Matter

Students shall be allowed to distribute petitions and other printed matter subject to these procedures. GPPA administration will designate a location for posting and distribution of materials. Distribution will be limited to designated location. Students (unless receiving administrative approval) cannot use school property to copy, create or reproduce any material for personal use and/or communication.

The time of distribution shall be limited to the half hour before school begins, during lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the school or on school grounds.

Other forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty unless deemed as a health, safety issue or cause disruption to the learning environment of GPPA.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or Peanuts publications.

THREATS

Students are not to threaten, bait, harass, or intimidate other students.

TOBACCO USE OR POSSESSION

Possession of tobacco, nicotine and cannabinoid by anyone under age of 18 is illegal. Possession, nicotine and cannabinoid of tobacco by a student may lead to suspension, possible expulsion, and/or non-compliance action. Students are not to possess any incineration or combustible materials.

TRESPASSING

Students are not to trespass on the GPPA campus when school is not in session or when student is suspended or expelled. Students are not to be on or near any other school campus when school is not in session as it is considered trespassing. Violation will result in the student being cited and possibly appearing in front of a judge for a hearing during a court proceeding.

VERBAL THREATS

GPPA is committed to providing a safe and orderly learning environment. In keeping with that commitment, the Guajome Schools Board adopted a policy to deal with threats in a serious manner. The types of behavior that will be considered threatening include:

- Stating that one has a weapon or bomb in his or her possession at school
- Stating that one plans to bring a weapon or bomb to school
- Stating that one plans to cause physical harm to a student or staff member
- Making a false statement that there is a bomb or other destructive device at school

In such cases, in addition to parental notification, possible consequences that may be imposed for issuing a threat include suspension, non-compliance action, and/or expulsion. In such cases, notification to law enforcement agencies leading to discussion with the student committing the act and/or possible arrest and prosecution for disorderly conduct or criminal mischief may be made.

In addition to having a right to feel safe at GPPA, everyone also has a responsibility to contribute to keeping the school safe. These responsibilities include:

- Reporting any knowledge of possession of weapon, or a person's plans to engage in actions that would cause physical injury or death
- Never fabricating a report as a joke or to cause problems with another student
- Avoiding promising other students that a secret will be kept in regards with anything related to physical safety

WEAPONS

The possession, sale, or otherwise furnishing of firearm, knife, explosive, or other dangerous object poses a clear and serious danger. It is GPPA's policy that any student who possesses a weapon at school or at a school activity on or off school grounds will face disciplinary action per the behavior matrix. A weapon, dangerous instrument, or replica weapon is any object that a reasonable person could perceive to be a weapon. Examples include, but are not limited to: a gun, rifle, pistol, revolver, "zip gun", cap gun, pellet gun, BB gun, spot marker gun, squirt gun, taser, dirk, dagger, ice pick, awl, knife, sword, razor, box cutter, pipe bomb, time bomb, destructive devices, fireworks, firecrackers, containers of inflammable fluids, tear gas, pepper spray, billyclub, blackjack, slingshot, nunchuck, sand club, sandbag, metal knuckles, or any metal plate with radiating points with one or more sharp edges, model gun, model rifle, model pistol, model semi-automatic weapon, toy gun, toy rifle, toy pistol, toy semi-automatic weapon, laser pen or pointer. It is also a rule and regulation of GPPA that a student may not use a weapon, dangerous instrument or replica weapon in any manner that would constitute cause for disciplinary action. A student in violation of the no weapons rule may be subject to law enforcement referral.

BEHAVIOR MATRIX

The following chart is a guideline for most disciplinary situations. The teacher, Administrator or designee, or administrator may utilize discretion when determining the final consequence. Consequences may vary based on severity and circumstances of the violation. Repeat offenses of disciplinary actions, in combination with academic and attendance non-compliance, can result in expulsion.

Violation	1st Offense	2nd Offense	3rd Offense	Repeat Offenses
Academic Dishonesty	Zero on assignment Seat Reassignment Parent contact Unsatisfactory citizenship for grade report	Zero on assignment Teacher/parent conference Non-compliance Action Unsatisfactory citizenship for grade report Campus beautification	Zero on assignment Admin conference Non-compliance Action Unsatisfactory citizenship for grade report Campus beautification	Fail subject if in same subject area
Inappropriate Recess/Lunch Behavior	Warning Campus beautification Parent Contact Seat reassignment	Warning Campus beautification Parent Contact Seat reassignment Administrator or designee conference	Same	Same
Cell Phone Violation*	Confiscation Parent contact	Confiscation Parent pickup after school	Confiscation Parent pickup after school Administrator or designee conference	Same
Disrupting the Learning Environment (In the Classroom or at a School Event)	Warning Seat reassignment In-class time out Parent contact Campus beautification	Temporary removal from classroom Administrator or designee conference Parent contact Campus beautification	Administrator or designee conference Parent contact Campus beautification	Same Suspension
Defiance	Warning Seat reassignment In-class time out Parent contact Campus beautification	Temporary removal from classroom Administrator or designee conference Parent contact Campus beautification	Administrator or designee conference Parent contact Campus beautification	Same Suspension
Dress Code Violation*	Send to Health Office to change/fix clothing Parent contact Confiscation	Send to Health Office to change/fix clothing Parent contact Confiscation	Send to Health Office to change/fix clothing Parent contact Confiscation	Suspension
Electronic Device Violation*	Confiscation Parent contact	Confiscation Parent pickup after school	Confiscation Parent pickup after school Campus beautification	Confiscation Parent pickup after school
Fighting/Assault	Administrator or designee conference Suspension Expulsion Parent Contact Campus beautification	Suspension Expulsion	Same	Same
Hat/head gear Violation*	Warning Change/fix clothing	Confiscated Parent pickup after school	Confiscated Parent pickup after school	Campus beautification
Inappropriate Use of Technology or School Equipment	Loss of Technology use Parent Contact Campus beautification	Same	Same	Same

	Suspension Expulsion Payment of Damages Criminal Charges			
Profanity/Vulgarity/Hate Speech	Warning Parent contact Campus beautification Suspension Temporary seat reassignment	Parent Contact Campus beautification Suspension Temporary seat reassignment	Campus beautification Suspension Temporary seat reassignment	Suspension
Tardies	Five Tardies = parent contacted	Administrator or designee conference	Administrator or designee conference	Administrator or designee conference
Theft	Administrator or designee conference Parent contact Payment of damages Criminal charges Campus beautification Suspension Expulsion	Same	Same	Same
Vandalism	Restitution Community Service Possible Police contact Suspension Expulsion Parent Contact Campus beautification	Same Administrator or designee conference	Same	Same
Weapons	Administrator or designee conference Confiscation Parent contact Police Contact Suspension Expulsion	--	--	--
Harassment, Bullying, Cyber-Bullying	Campus beautification Parent Contact Suspension Expulsion Police contact	Same Administrator or designee conference	Same	Same

**All confiscated items unclaimed at the end of the year will be donated to local charity or discarded.*

SUSPENSION AND EXPULSION POLICY

Grounds for Suspension or Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at GPA or at any other school or a GPA sponsored event at any time including but not limited to:

- a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

When on suspension or recommended for expulsion, student is not to be on or near the school campus unless prior permission has been granted from a school administrator. Student is not allowed to attend any school function during this time. Student can be arrested for trespassing.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent, Administrator or designee, and/or Administrator's or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of Administrator or designee, teachers, Administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen property including school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
23. Continual defiance towards school authorities
24. Continual disruption of educational environment

In addition to the offenses listed above, a student may be suspended or expelled when it is determined the student:

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

As used in this policy, "bullying" means one or more acts by a student or group of students including making terrorist threats against school officials and/or school property; committing sexual harassment; and causing, attempting to cause, threatening to cause, or participating in an act of hate violence.

As used in this policy, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager.

**Note: Restitution may also be required in cases of damage or destruction of GPPA property.*

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator or designee. The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an Administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Administrator or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Administrator or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Suspension Re-Entry Procedures for suspensions not recommending expulsion:

- A Restorative circle will be held with the parent/guardian, administrator, student, and other staff as needed. This may include staff involved in the incident, a teacher or staff member requested by the student, or representative from the Restorative Team.
- The team will review the student's Restorative Reflection worksheet.
- The student will set two goals for behavior change. Check-in dates for follow up will be scheduled

- Expectations for reintegration and support will be explicitly outlined
- Resources will be provided to parents

Authority to Expel

A student may be expelled either by the Executive Board following a hearing before it or by the Executive Board upon the recommendation of an Administrative Panel to be assigned by the Superintendent or designee under the direction of the Executive Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of Guajome's governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator or designee determines that the student has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Executive Board for a final decision whether to expel.

The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- GPPA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, GPPA must present evidence that the witness' presence is both desired by the witness and will be helpful to GPPA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A student identified as an individual with disabilities or for whom GPPA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GPPA will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GPPA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Executive Board, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Administrator or designee following a decision of the Executive Board to expel shall send written notice of the decision to expel, including the Executive Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GPPA.

The Administrator or designee shall send a copy of the written notice of the decision to expel to the sponsoring District and school district of residence.

This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student
3. The Executive Board's decision to expel shall be final

Disciplinary Records

GPPA shall maintain records of all student suspensions and expulsions at GPPA. Such records shall be made available to the sponsoring District upon request.

Rehabilitation Plans

A student who is expelled from GPPA shall be given a rehabilitation plan upon expulsion which will be approved Executive Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as

assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to GPPA for readmission.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Executive Board following a meeting with a GPPA Administration and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The GPPA Administrator shall make a recommendation to the Executive Board following the meeting regarding his or her determination. The student's readmission is also contingent upon GPPA's enrollment capacity at the time the student seeks readmission.

Appeal

A student or parent may request a review of GPPA's decision to suspend or expel a student by making a written request to the Guajome Schools Superintendent or designee. The Guajome Schools Superintendent or designee, within five school days of receiving the request, will hold a meeting with the student and the student's parent or representative to hear the appeal. At the appeal meeting, the student and the student's parent or representative may present the CSS or designee with any documentation the student wishes the Superintendent to consider supporting the student's appeal. In the event of an expulsion, the Superintendent will also consider the findings and recommendation of the Administrative Panel. However, the student or student's representative may not be allowed to call witnesses or to question the Superintendent or others on any substantive or procedural matters regarding the student's suspension or expulsion. The Guajome Schools Superintendent or designee, after considering the facts presented by the student at the meeting, and, if applicable, the Administrative Panel's findings and recommendation, will then make a recommendation to the Guajome Schools Executive Board. The Guajome Executive Board will then vote upon the recommendation and will notify the student in writing of its decision within five school days of the appeal meeting. The Guajome Schools Executive Board's decision is final.

Provision of Education during Suspension Period

GPPA will make available to the student, continued education through a Short Term Independent Study Agreement during the suspension period up to the final decision regarding expulsion.

Expelled Students/Alternative Education

Students who are expelled from GPPA shall be referred back to district of residence for appropriate educational placement.

Discipline/Suspension/Expulsion Records

At the end of student's senior year at Guajome, upon written request, the Superintendent may expunge all discipline records from student's cumulative student file.

Parent/Guardian Notification(s)

All mandated notifications of procedures and rights are provided to the parent/guardian according to the timelines outlined within the Suspension and Expulsion Policy. The notifications include the following:

Suspension Notifications

- Suspension Notification – provided to the student and the parent on the day it is determined the student will be suspended following the infraction
- Extension of Suspension Notice – mailed on the fifth day of the original five-day suspension

Stipulated Expulsion Notifications

- Recommendation for Stipulated Expulsion – mailed on the fifth day of the original five-day suspension
- Parents Rights – mailed with the Recommendation for Stipulated Expulsion notice
- Agreement to Recommended Stipulated Expulsion – mailed on the fifth day of the original five-day suspension
- Superintendent Decision to Parent/Guardian – mailed the day following the Superintendent’s approval of the Stipulated Expulsion

Expulsion Notifications

- Recommendation for Expulsion – mailed following personal communication with the parent/guardian on the fifth day of the original five-day suspension
- Parents Rights – mailed with the Recommendation for Expulsion notice
- Hearing Notice – mailed prior to the date and time of the hearing
- Board Decision to Parent/Guardian – mailed the day following the Executive Board’s decision to expel

Re-admittance Notification

- Re-admittance Notice to Parents – mailed one month prior to student’s scheduled return from expulsion date

Students being expelled from GPPA will be immediately referred back to district of residence for possible further action or intervention.

ENROLLMENT

Admissions Requirements

Students interested in attending GPPA must complete a Master Agreement. Once the Master Agreement has been completed, signed and submitted and the student has been accepted and enrolled, the student and parent(s)/guardian(s) must attend a mandatory orientation.

Admissions Process

Admission to GPPA and alternative sites is open to all California students who wish to enroll, subject only to capacity. In the event that the number of applicants to GPPA exceeds the number of available openings in one or more GPPA programs in any given year, enrollment, except for existing GPPA students, will be determined by a random public drawing, which will be conducted in the following manner:

- Applications will be accepted from the beginning of September for the following school year.
- All incoming applications received from September until the end of March will be collected, date stamped and numbered.
- At the end of the application collection period, if there are more applicants in a program of GPPA than capacity, the applicants will be entered into a random public drawing, which will take place on a specified and publicized day in April.
- A GPPA Administrator and Board member will conduct the random public drawing.
- Applications will be drawn at random to fill school capacity
- Once capacity is reached, all applications will continue to be drawn and placed on a waiting list in the order that they were drawn.

The following categories of applicants for GPPA will be given preference in the public random drawing:

1. Sibling of students already admitted to, attending, and/or who attended GPPA/GPA, students of GPPA/GPA staff and students attending Guajome Learning Center
2. VUSD residents

3. Out of District Residents

Continuing students, regardless of program (elementary school, middle school, high school) who are eligible for re-enrollment will receive automatic enrollment for the next school year.

Registration Protocol and Procedures for New Students (Main Campus)

Specific dates, times, and information for new student registration will be posted on Guajome's website prior to enrollment. The following criteria must be met in order to register in the GPPA Programs:

1. Pick up an application.
2. Submit a fully completed application within the stated deadline.
3. Once student is eligible for enrollment, student will be provided an enrollment packet. The following must be completed and submitted with the enrollment packet:
 - a. A copy of student's most current report card will be required.
 - b. A copy of discipline history
 - c. A copy of attendance record with no history of SARB
 - d. An incoming student who has an Individualized Education Program ("IEP") must participate in a transition meeting prior to enrollment
 - e. Student and parent/guardian are required to thoroughly read the GPPA Student Handbook

Re-Enrollment Protocol and Procedures for Returning Students

Students who are currently enrolled at Guajome must meet the following requirements if student wishes to re-enroll the following year:

1. Complete and return a re-enrollment packet, and all other required paperwork by stated deadlines.
 - a. Failure to adhere to these stated deadlines will result in a student losing priority placement. If at capacity, this will result in student being placed on the waiting list and participating in the lottery which will take place in April.
2. Parent/Guardian must have fulfilled annual applicable community service requirement.
3. Student must have passed all applicable grade-level standards.
4. Student with suspensions/expulsions will be reviewed for approval by Guajome administration.
5. Student attendance records will be reviewed for compliance.

NOTE: Students, who have been enrolled at GPPA and choose to leave, and then return, will be regarded as new applicants and must go through the admission process before re-enrollment at GPPA.

Student Entering GPPA Late

Students enrolling at GPPA are highly encouraged to initiate enrollment at the start of each school year. If enrollment at the start of the school year is not possible, GPPA encourages a student to enroll at the beginning of the semester in order for the student's educational needs to be best met. For a student transferring to or from Vista Unified School District, the deadline of two weeks after the beginning of each semester for either the transferring school or GPPA, whichever is later, applies. The same timeline is preferred, and many times necessary, for students transferring from surrounding school districts. For those who will be transferring from out-of-area, out-of-state, or under special circumstances, every attempt will be made to try to accommodate enrollment, space permitting.

Withdrawal Procedures

Exiting students, leaving voluntarily or leaving as the result of non-compliance, should not enroll in another school until officially withdrawn from GPPA

- Sign out with the Registrar on the second floor of the Guajome Schools Administration Office. The parent or guardian must sign the student withdrawal report form. If the student is 18 years or older, student may sign self out. Student's school ID card must be returned to the Registrar at this time.
- All textbooks must be returned to the library at the time of exit. Any damaged or outstanding books will be billed accordingly. All school records including report cards, transcripts, and diplomas will be withheld from student, until the debt is cleared. Necessary records will be provided to the new school of enrollment along with a notification of any debt owed to GPPA.
- Students will need to be signed out by finance office and library.
- Once officially cleared, an exit form for the next school of enrollment and any additional records needed for registration will be released to the parent/guardian.
- The Charter school will hold parents liable for damages incurred by student on any equipment, materials, and/or school property up to but may not be limited to \$25,000. No student records will be released unless all materials and/or damages have been cleared.

State law requires that a student remain enrolled in school through age 18 or until a high school diploma or a California High School Equivalency Certificate is earned. Upon exiting Guajome, students under 18 years of age must enroll in a public or private school. Parents choosing to school a student at home must file a "Private School Affidavit" with the California Department of Education at <http://www.cde.ca.gov/privateschools> or contact CDE Policy and Program Coordinator, 1430 N. Street, Suite 4309, Sacramento, CA 95819 4309, Sacramento, CA 95819, and must provide the Guajome Schools Registrar with a copy of that document prior to officially exiting.

Withdrawal Grades for Withdrawal During the Semester

A student who is withdrawing from GPPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school.