



GUAJOME PARK PRIMARY ACADEMY

Kindergarten - 5th Grade



STUDENT / PARENT HANDBOOK

An Important Guide to Schoolwide Policies

2026-2027



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INTRODUCTION

Welcome to Guajome Park Academy (GPA), a K–12 charter public school proudly serving Vista and the surrounding communities since 1994. As one of California’s longest-standing charter schools, Guajome has provided a dynamic and inclusive educational experience for over 30 years. Guided by the principles of backward design, instruction is structured with the end in mind—equipping students to thrive both academically and personally. The school’s mission informs every decision, with a focus on personalized learning, innovative teaching practices, and a supportive school culture. At Guajome, community, creativity, and high expectations empower students to reach their full potential and become thoughtful, capable leaders in an ever-changing world.

Guajome Park Academy 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.

Schoolwide Learning Outcomes

At Guajome Park Academy, our Schoolwide Learning Outcomes (SLOs) reflect our commitment to nurturing well-rounded, future-ready individuals. These outcomes guide our educational approach and define the essential skills and values we aim for every student to develop during their time with us. Through a focus on becoming Self-Directed Learners, Critical Thinkers, Effective Communicators, and Responsible Citizens, students are empowered to take ownership of their learning, think deeply and creatively, express themselves with clarity and confidence, and act with integrity in a diverse and interconnected world. These goals are woven into our curriculum, instruction, and school culture, preparing Guajome graduates to thrive in college, careers, and life beyond the classroom.

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

Stakeholder 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 GPPA students, parents, and staff.
- Model Professional Behavior.

Non-Discrimination Statement

Guajome Park Academy is committed to providing an academic environment that is free from all forms of intimidation, exploitation, and harassment, including sexual harassment. In keeping 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 they have been the victim of unlawful harassment should immediately report the matter.

The confidentiality of the information received and the privacy of the individual involved will be protected and honored to the extent which is possible. The exceptions would include disclosures required by law or as to those individuals who need to know within the context of an investigation, analysis, appeal of sexual harassment allegations, or prevention or correction of misconduct. Some allegations may be so egregious as to require GPA investigation, regardless of an individual's desire to remain anonymous or not process a complaint. Therefore, confidentiality is not guaranteed.

If an individual informs a GPA administrator or employee about alleged harassment but asks the matter to be kept confidential and no action be taken, GPA must still discharge its duty to prevent and correct harassment. 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 dismissal or expulsion. In all instances of alleged harassment involving members of the GPA community, such incidents should be reported immediately by the teacher, Administrator or designee, or Counselor receiving such allegations to the Superintendent and/or designee.

Judd Thompson, Head of School (or designee)
 Guajome Park Academy
thompsonju@guajome.net
 760-631-8500 ext. 1062

26/27 SCHOOL YEAR INFORMATION

General Contact Information

Main Office Phone: 760-631-8500

24 Hour Attendance Hotline: 760-631-8505

Main Office Email: info@guajome.net

School Website: www.guajome.net

Departments

Attendance	Cynthia Fernandez	ext. 1122
Counseling Center	Lupe Diaz	ext. 1210
Business Services	Kendria Tavares	ext. 1030
Facilities	Luis Llamas	ext. 1025
Family & Community Center	Maria Llamas	ext. 1100
Health Office	Kim Maler	ext. 2107
Human Resources	Julie Hoopes	ext. 1060
Library	Lucy Davis	ext. 1120
Registrar	Stacy Maiden	ext. 2014

Administration Offices

Superintendent	Kevin Humphrey	ext. 1222
Head of School	Judd Thompson	ext. 1060
Administrator GPPA	Lindsay Arias	ext. 1022
Administrator GPA	Kenneth Wright	ext. 1068
Administrator GPA	Mary Dhillon	ext. 1068

Coordinators

Special Education	Stefanie Grossman	ext. 1118
ELD	Christal Moore	ext. 1031
Homeless, Foster Youth	Berenice Resendiz	ext. 1031
Athletic/Activities Director	Melissa Marley	ext. 1105
International Baccalaureate	Judd Thompson	ext. 1045

Counselors & Students Support

Counselor (high school A-K)	Alaina Krystek	ext. 1206
Counselor (high school L-Z)	Jodi Richardson	ext. 1204
Counselor (7th & 8th)	Julieta Hernandez	
Counselor (K-6)	Lynn Cohen	
School Psychologist	Jessica Simpson	ext. 1109

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

School Calendar

GUAJOME PARK PRIMARY ACADEMY

Grades Kindergarten - 5

2026/2027 SCHOOL CALENDAR

	M	T	W	TH	F	Key Dates / Activities
July 2026			1	2	3	3 - Independence Day (July 4th) observed
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
August 2026	3	4	5	6	7	4 & 5 - New Teacher Orientation
Student Days - 16	10	11	12	13	14	6 & 7 - Professional Development
	17	18	19	20	21	10 - First Day of School
	24	25	26	27	28	20 - Back to School Night
	31					
September 2026		1	2	3	4	7 - Labor Day - School is Closed
Student Days - 21	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			
October 2026				1	2	9 - Professional Development - Non-Student Day
Student Days - 20	5	6	7	8	9	9 - Ending Period for Progress Reports
	12	13	14	15	16	12 - 15 - Parent/Teacher Conferences - Minimum Day
	19	20	21	22	23	30 - School is Closed
	26	27	28	29	30	
November 2026	2	3	4	5	6	11 - Veteran's Day - School is Closed
Student Days - 15	9	10	11	12	13	23-27 - Thanksgiving Break - School is Closed
	16	17	18	19	20	
	23	24	25	26	27	
	30					
December 2026		1	2	3	4	18 - End First Semester - Minimum Day for All Students
Student Days - 14	7	8	9	10	11	12/21 - 1/08 - Winter Break - School is Closed
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
January 2027					1	11 - Students Return to School
Student Days - 14	4	5	6	7	8	18 - Martin Luther King Day - School is Closed
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
February 2027	1	2	3	4	5	2/15 - 2/17 - President's Day & Washington's Birthday - School is Closed
Student Days - 17	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
March 2027	1	2	3	4	5	5 - Minimum Day for All Students
Student Days - 20	8	9	10	11	12	6 - Stakeholder's Day, Saturday, 3/6/27 (Professional Development Day)
	15	16	17	18	19	12 - Ending Period for Progress Reports
	22	23	24	25	26	3/25 - Parent Teacher Conferences - minimum day for GPPA
	29	30	31			3/29 - 4/9 - Spring Break - School is Closed
April 2027				1	2	12 - Students Return to School
Student Days - 15	5	6	7	8	9	4/12 - 5/28 - State Testing Window
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
May 2027	3	4	5	6	7	31 - Memorial Day - School is Closed
Student Days - 20	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
June 2027		1	2	3	4	2 - Promotions - Kinder and Grade 5
Student Days - 3	7	8	9	10	11	3 - Last Day of School - End of 2nd Semester (Minimum Day)
	14	15	16	17	18	4 - Professional Development Day
	21	22	23	24	25	18 - Juneteenth (June 19th) observed
	28	29	30			

175 Student Days / 5 Professional Development Days

Bell Schedule

Grades K-5

DROP-OFF

8:00 am - Drop-off Begins - Gates Open

BREAKFAST

8:00 - 8:20 am - Breakfast is served

FIRST BELL & START TIME

8:25 am - Bell Rings - Students Line Up

8:30 am - School Starts

RECESS & LUNCH SCHEDULE

Morning Recess	Lunch	2nd Recess
9:35 - 9:55 (Grades K-1)	11:30 -12:10 (Grades K-1)	1:45 - 2:00 (Grades 1-2)
9:50 - 10:10 (Grades 2-3)	11:50 -12:30 (Grades 2-3)	2:00 - 2:15 (Grades 3-5)
10:05 - 10:25 (Grades 4-5)	12:20 -1:00 (Grades 4-5)	

DISMISSAL TIMES

Grade	Monday - Thursday	Friday
Kindergarten	2:00 pm	2:00 pm
Grades 1-5	3:10 pm	2:00 pm

Morning Drop Off

Elementary scholars arriving at school before 8:00 a.m. must be supervised by their middle or high school sibling(s). Staff supervision will begin at 8:00 a.m.

Gap Care

1st - 5th grade scholars needing care from 3:10 p.m. - 3:40 p.m. while waiting for middle or high school siblings will need to enroll in **Gap Care**.

Guajome Extended School Services (GESS)

The Guajome Extended School Services (GESS) program provides before-and after-school care for students in Kindergarten through 6th grade, offering students a safe, enriching, and engaging environment beyond the regular school day. Our program serves both qualifying families who receive services at no cost and families who participate through a parent-paid option.

GESS information and contact: <https://www.guajome.net/parents/gess>

PARENT INFORMATION

Parent Involvement

Guajome Park Academy is committed to building meaningful partnerships with parents to support student learning and success. The school recognizes parents as equal partners in education and actively encourages their involvement through open communication and inclusive practices. Guajome provides families with regular updates on student progress, academic programs, school policies, and educational expectations. In support of equitable access, the school makes accommodations for parents with disabilities, limited English proficiency, or scheduling conflicts due to work. By fostering collaboration and ensuring all parents have the tools and information they need, Guajome creates a supportive environment where students can thrive.

- **Committees:** School Site, English Learners Advisory Committee
- **Parent Groups:** Parents are encouraged to get involved in Friends of Tadpoles (FOT) supporting elementary program (K-5), Friends of Frogs (FOF) supporting our middle and high school program.

Parental involvement plays a vital role in improving student academic performance, attendance, and overall educational outcomes. Recognizing its importance, the Local Control Funding Formula includes parent engagement as one of its eight key state priorities. Public schools are committed to finding meaningful and effective strategies to enhance family participation. At Guajome Park Academy, this commitment is reflected in a wide range of ongoing informational sessions, special events, workshops, and volunteer opportunities designed to strengthen the partnership between school and home.

Guajome Park Academy is dedicated to maintaining consistent and effective two-way communication with families in both English and Spanish. A variety of tools are used to keep parents informed and engaged, including monthly newsletters, progress and semester grade reports, parent-teacher conferences, and attendance updates. Families also receive information about student achievement, school programs, and opportunities for involvement through events such as Back to School Night, Student Recognition events, the annual Stakeholders Day, and ongoing parent workshops. The school website, teacher webpages, and ParentSquare communications provide updates, while committees like the School Site Council and English Learner Advisory Committee offer opportunities for parent voice and participation.

Student Confidentiality

Under no circumstances will confidential information be discussed with unauthorized persons. Permission must be granted by Administration before staff can give out student information. Names, addresses, and telephone numbers of children shall not be given unless GPA is obligated by law to release the information. Any meetings or conferences relating to students require careful communication. Staff must be aware of the confidential nature of student records. Staff may not respond to phone inquiries at any time.

Enrollment And Admissions Procedures

Admissions Requirements

Governing Law: Admission Requirements, if applicable. -- Education Code Section 47605(b)(5)(H)

Students interested in attending GPA must complete an application. Once the application 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 Guajome Park Academy (GPA) and its alternative sites is open to all California students, subject to capacity. Both in-district and out-of-district students are eligible to apply. GPA welcomes applicants of all backgrounds and does not discriminate based on disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or English Language Learner status.

- Applications will be accepted from the beginning of September for the following school year. Application deadlines are posted on our website www.guajome.net.
- If the number of applicants exceeds the available openings in a given school year, admission to GPA will be determined through a random public lottery.
- After all of the available spaces have been filled, a waitlist for each grade level will be created from the initial lottery.
- Applications submitted after the lottery deadline will be placed on the waiting list.

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

1. Students of GPA and VUSD employees
2. Siblings of students admitted to or attending GPA
3. Siblings or children of alumni of GPA and Guajome Learning Centers
4. Students admitted to or attending Guajome Learning Centers
5. Students residing within the attendance boundaries of Vista Unified School District
6. All other interested students

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.

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, sexual orientation, 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/>

GPA 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.

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

ATTENDANCE

Attendance Policies

The California Compulsory Education Law requires students ages 6 – 18 years of age to attend school all day, therefore attendance is taken every period. Student attendance is the most essential element of meeting the educational needs of the student. GPA expects students to maintain a minimum of 97% attendance rate. This practice aligns with GPA's mission of excellence and accountability, 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, GPA'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. GPA 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 GPA to support programs that enrich the learning environment.

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

A doctor's note will 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 will 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
- Jury duty in the manner provided by law
- Illness or medical appointment of a child for whom the student is the custodial parent
- 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 requests 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.

Excused and Unexcused Absences

- Whole day or period absences that are not cleared; will be recorded as trancies or unexcused absences. It is required to clear absences within 72 hours (three days).
- Whole day or period absences that exceed ten days requires a personal or medical excuse to be cleared.
- 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 Attendance Office before the student returns to class.

- Students must take the initiative to contact the teacher to receive missed assignments. It is not the responsibility of the teacher to initiate contact with students to distribute missed assignments.
- Work assigned before 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.
- A student returning from unexcused absences/truancies may or may not be allowed to make up missed work based on the teacher's classroom policies.

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 obtain an off-campus pass from the Attendance Office. A parent/guardian should send a note or email stating the date, time, and reason for the student leaving campus. The student is to take the note to the Attendance Office before school and will be called out of class by school personnel to sign out prior to leaving.

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. A student leaving campus without being signed out and without notifying the Attendance Office will be considered "unexcused" or "truant" and may not be eligible to make up missed work. Additionally, this could result in truancy action.

Students are solely responsible for arranging to make up missed work with each teacher.

Tardy Policy

Tardiness negatively impacts student learning by disrupting the classroom environment and reducing valuable instructional time. It not only affects the student who is late but also hinders the ability of others to stay focused and on task. To maintain a productive learning environment, it is essential for all GPA students to be in their seats and ready to work when the bell rings.

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.

Short Term Independent Study

Parents/guardians may make a signed written request for a STIS agreement for students when the student will be absent from school due to a family or medical emergency. Ample notification (seven to ten days) is required. STIS agreements are available for a student who will miss 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 GPA 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.

Attendance Notifications

Parents/guardians receive attendance notifications via email through ParentSquare. Parents/guardians can also opt in to receive text message notifications through their ParentSquare account.

Truancy

A student may be classified as truant if absent from school without a valid excuse for three or more full days in one school year. In addition, when a student accrues 11 tardies under 30 minutes, it will be logged as one unexcused absence. 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. The notice will be emailed home, and site interventions will be documented and implemented.

Step 2: SIX UNEXCUSED ABSENCES generate the second notification of truancy. The notice will be emailed home, and site interventions will be documented and implemented.

Step 3: NINE UNEXCUSED ABSENCES generate the third notification of truancy. The notice will be emailed home, and the student may be dismissed from Guajome Park Academy and referred back to the district of residence.

Homeless Student Policy

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools) receiving Title IA funds include in its district plan a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness.

Definitions

Homeless children and youth means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park), or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Living in emergency or transitional shelters
- Abandoned in hospitals or awaiting foster care placement
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.

A child or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

Homeless Liaison

The Superintendent or designee designates the following staff member as the School Liaison for homeless students:

Carol Blackburn

760-631-8500 ext. 1031

blackburnca@guajome.net

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, the schools of the Local Education Agency (LEA).
- Ensure that homeless families, children, and youth receive educational services for which they are eligible, including Head Start, Even Start, and pre-school programs administered by the LEA, and referrals to health, mental health, dental, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the Act (such as school, family shelters, and soup kitchens).
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

General Assurances

Guajome Park Academy provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. Guajome Park Academy will replace lost or stolen bus pass up to two times. After that, there is a possibility that the bus pass will not be replaced. Decision will be based on case by case determination.
- In cases where the bus pass is unused for a consecutive two month period, it will be discontinued until there is a written request to reapply for the new bus pass.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Homeless students will be provided with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Notices will be provided and posted regarding the educational rights of homeless children and youth.

Identification and Reporting

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies
4. Guajome Park Academy will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

School Selection

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records

Homeless students may be identified at the time of enrollment (through self-reports). As all Guajome Park Academy are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current Guajome enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation.

The Guajome designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current Guajome enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place once annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the lottery application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the wait list in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Nutrition Programs

Homeless students automatically qualify for free breakfast and lunch at Guajome Park Academy. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Transportation

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Guajome Park Academy, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the school of their choice for the duration of their homelessness. In the event that a public transportation pass is issued to a family and is misplaced and/or lost, the receiving family will be responsible for replacing the pass. Guajome Park Academy may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process

If a disagreement arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the student, parent, or guardian to the homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision and will notify Guajome Park Academy and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision.

Withdrawal From School

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

Withdrawal Procedures

- Sign out with the Registrar on the second floor of the GPA Administration Office. The parent or guardian must sign the student withdrawal report form. If the student is 18 years or older, the student may sign themselves out. Student's school ID card must be returned to the Registrar at this time.
- Students must return Chromebooks, textbooks and all school materials 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 students, 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 GPA.
- Students will need to be signed out by the 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 or student over 18 years or older.
- The Charter school will hold parents liable for damages incurred by students 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 GPA, 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 GPA Registrar with a copy of that document prior to officially exiting.

Withdrawal Grades for Withdrawal During the Semester

Students withdrawing from GPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GPA does not grant partial credit for courses; and it will be up to the student's new school to decide how to grant credit for these courses. The Counseling Departments at most local and traditional high schools operate on a five or zero credit policy. A student in good standing who has voluntarily withdrawn may return to GPA if space is available.

SCHOOL SAFETY

Maintaining a Safe Learning Environment

During each period it is expected that students are in class, unless they have received permission from a teacher or staff member. If given permission, then a visible pass must be with the student, not concealed on the student in their pocket, backpack, etc. This includes when going to the restroom, for water, or to another classroom or area on campus. If students are given permission to work in open spaces, a pass needs to be displayed on their desk or table.

Students in less structured classes, such as Stagecraft, Peer Leadership, and Teacher Assistance also need to have specific passes fully visible when on campus.

School Safety Plan

Guajome Park Academy is committed to maintaining a safe and secure learning environment for all students and staff. Comprehensive safety plans and policies are in place to address violence prevention, emergency preparedness, traffic safety, and crisis intervention.

Parents and guardians can learn more about GPA's safety procedures by contacting the designated school safety coordinator or an administrator. Throughout the school year, we conduct a variety of emergency drills—some scheduled and others unannounced—to ensure everyone is prepared in the event of a real emergency.

In the case of an actual emergency, families will be notified through our ParentSquare communication system.

Closed Campus Policy

To ensure the safety and security of all students, Guajome Park Academy operates under a closed campus policy. Students are not permitted to leave school grounds during their scheduled school hours which include lunch and break, unless they are signed out by a parent or guardian through the main office. Students are permitted to leave school grounds at the conclusion of their last scheduled class.

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 an adult or as outlined in numbers four and five below.

EXCEPTIONS to the Closed Campus School Policy/Procedures include:

1. Student is authorized to leave campus for fieldwork under the supervision of an authorized adult.
2. Student is under the direct supervision of a Guajome Park Academy staff member.
3. Parent/guardian signs student out of school.
4. Students in Grades 11 and 12 who participate in off-campus class(es).
5. Students in Grades 11 and 12 who have been granted an Off-Campus Lunch Pass.

Visitors on School Campus

As part of our closed campus procedures, all parents, guardians, and visitors must check in with campus security at the main entrance and sign in at the main office, and receive a visitor's permit before entering the school grounds. Visitor badges must be worn at all times while on campus. When registering, visitors are required to provide proof of identification and their purpose for entering school grounds. Visitors who are found on campus without a visitor's badge will be escorted to the office by campus security staff or administration. The safety of students is of primary concern, therefore, unidentified adults are not permitted on campus.

Photography or filming on campus is prohibited without prior administrative approval.

Students who are not enrolled at the school are not to be on the campus unless prior approval of Administration has been obtained.

Visitors may not interfere with or disrupt any classroom or school activity. Visitors are expected to:

1. Follow the established school policy in requesting a classroom visitation.
2. Provide identification and complete a visitor's permit upon arrival at the site.
3. Enter and leave the school and/or classroom as quietly as possible.
4. Not converse with the students, teacher and/or instructional aides during the visitation.
5. Not interfere with any school activity.
6. Seek administrative approval for the length and frequency of classroom visits.
7. Follow the school's established procedures for meeting with the teacher, counselor, and/or administrator after the visit, if needed.
8. Return the visitor's badge and check out in the main office before leaving campus.

The Superintendent or designee shall seek the assistance of law enforcement in managing or reporting any visitor in violation of this policy.

School Volunteer Clearance Procedure and Policy

The safety of our students is our top priority. Any parent, guardian, or community member who wishes to volunteer in any capacity—including as a classroom helper, on-campus event volunteer, chaperone, or driver for field trips or athletic events—must be fully cleared as a school volunteer. This requirement applies to all school-related activities, whether they occur before, during, or after school hours, including weekends.

To be cleared, all volunteers must complete a Volunteer Packet, which includes fingerprinting and a tuberculosis (TB) screening. Those volunteering as drivers must also provide a valid driver's license and proof of current auto insurance.

Volunteer Packets, which include detailed instructions and a list of contracted testing locations, are available on the school website or can be picked up at the Main Office.

Campus Security Staff

Campus security is an important aspect of daily operations at GPA. Security personnel are present to help ensure student, staff, and visitor safety, as well as to support schoolwide behavior standards. GPA campus security staff are on duty Monday-Friday from 7:45 a.m. until 4:30 p.m. and may also be on duty for special events and performances on campus. Security staff are responsible for patrolling the campus, traffic control, and supporting schoolwide behavior standards. Students, staff, parents, and visitors are expected to follow all directions of campus security officers in the performance of their job duties.

Campus Surveillance and Monitoring

Electronic Surveillance

To support a safe and secure learning environment, GPA utilizes a combination of video and audio surveillance equipment throughout the campus. Video recording systems are used 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

Students and visitors should be aware that surveillance systems are active at all times, including during school hours and after-school activities.

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 video only, 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 GPA and may be reproduced only as permitted by law.
- The automatically operating video cameras might record conduct on school grounds and may not be continually monitored.

In addition to cameras, the school has also installed vape detection sensors in key areas to help discourage and monitor the use of prohibited substances on campus. These tools assist administration in responding quickly to safety concerns and maintaining a positive environment for all students.

STUDENT BEHAVIOR, CONDUCT, AND DISCIPLINE

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. Students are not allowed in classroom buildings without the teacher's permission during non-instructional time. 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 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.

Designated Eating Areas

GPPA provides students with breakfast, healthy snacks, and lunch, before school, at break, and during lunch. Food provided by the child nutrition services or food brought from home can only be eaten in the designated breakfast and lunch areas.

Food/Drink Drop Off

To maintain campus safety and minimize disruptions, food deliveries from off-campus vendors (such as DoorDash, Uber Eats, etc.) are not allowed. If a student attempts to have food delivered to campus from an outside vendor, the delivery will be declined and the student will not receive the food.

Parents or guardians may bring lunch for their student; however, they may only provide food for their own child. Sharing or distributing food to other students is not permitted.

Unauthorized Sales on Campus

Students are not permitted to sell candy, food, or any other items or personal property on school grounds or at any school-sponsored event unless they have received prior approval from GPPA's administrative team.

All fundraising or sales activities must be school-approved to ensure safety, fairness, and compliance with school policies. Unauthorized selling may result in disciplinary action and confiscation of items.

Behavior

At Guajome Park Academy, we are committed to maintaining a safe and respectful environment where all students can thrive. We expect students to take responsibility for their actions, make thoughtful decisions, and become lifelong learners who contribute to their community in a positive way.

Being a good citizen means respecting the rights of others, following school rules, and taking ownership of your behavior. Cooperation with teachers, staff, and fellow students is essential in creating an environment where everyone can succeed.

Students are expected to show respect for themselves and others, follow directions from GPA staff, and contribute to a school culture of respect and responsibility. The expectations for student behavior are outlined in the following sections.

Student Intervention Policy

Student Non-Compliance Procedures: Satisfactory attendance, behavior, and academic standing are required. Attendance, behavioral, and academic requirements, expectations, and policies are outlined in this handbook, which each student receives each year upon enrollment. Each student and parent/guardian is responsible to review and understand the information presented herein. Administration is available to provide additional clarification of the handbook upon request.

Classroom policies are distributed by individual teachers to students/parents at the beginning of each school year. Such policies align with the GPA charter, policies, and procedures outlined in this handbook and the GPA Board adopted policies, procedures, and regulations.

Administration regularly monitors individual student attendance, behavior, and academic standing. A student's failure to maintain compliance with attendance, academic, and/or behavioral expectations will result in the implementation of the following intervention strategies.

Administrator, designee, and/or Counselor meet with the student and create an Intervention Action Plan that documents concerns and indicates methods of resolution to address the student's needs. These interventions include, but are not limited to:

- Increased teacher/parent communication
- Request missing assignments
- Use of weekly progress report form
- Parent/student to create incentive/reward
- Parent/student to establish consequences
- Parent/student to identify personal/academic goals
- Use of agenda/planner
- Increased teacher/student communication
- Review/Follow school policy
- Student to establish study/homework schedule
- Student to seek help from teachers/parents
- Student to complete/submit assignments on-time
- Student to display positive attitude
- After-school Tutoring
- Student Study Team
- Organization/time management support group)
- Arrive at school on time
- Create attendance monitoring /recognition plan

Public Displays of Affection

Guajome Park Academy's Public Display of Affection (PDA) Policy aims to foster a respectful, inclusive, and focused learning environment by balancing student freedom with appropriate school behavior. Applicable to students during school hours and school related events, the policy defines PDA as romantic or intimate physical interactions—such as kissing or prolonged hugging—which are not allowed. Permitted gestures include hand-holding and brief, friendly hugs, as long as they don't make others uncomfortable. Students are expected to respect personal boundaries and others' comfort, with consequences for violations escalating from

reminders to disciplinary actions. The policy is communicated with students at the beginning of the year and applies to all school functions.

Health and Wellness

GPA 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.

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.

Fighting and Intimidation

Fighting and intimidation are not tolerated and are dealt with immediately. If a student engages in intimidation or fighting, the student is subject to suspension and/or possible immediate expulsion from GPA. 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 means they can be held financially responsible for a crime that their student commits. Students must solve problems at GPA without fighting.

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

1. 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 GPA 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 GPA 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 official and 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 students to cooperate with search by school personnel will lead to referral to search 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. GPA 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. GPA 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 GPA 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 GPA's Uniform Complaints Policy. 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

Tobacco, Nicotine, or Cannabinoid Use or Possession

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

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 a 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.

Weapons

The possession, sale, or otherwise furnishing of firearm, knife, explosive, or other dangerous object poses a clear and serious danger. It is GPA'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, Billy club, 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 GPA 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.

Threats

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

Verbal Threats

GPA is committed to providing a safe and orderly learning environment. In keeping with that commitment, the GPA 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 GPA, everyone also has a responsibility to contribute to keeping the school safe. These responsibilities include:

- Reporting any knowledge of possession of weapons, 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

Trespassing

Students are not to trespass on the GPA campus when school is not in session or when a 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.

Law Enforcement Notification

- Law enforcement shall be notified prior to suspension or expulsion of a student for any kinds of acts, which may constitute an assault upon another with a deadly weapon or instrument other than a firearm, or, by any means of force likely to produce great bodily injury.
- Law enforcement shall be notified of any acts of a student that may involve bringing or possessing a firearm, dirk, dagger, knife having a blade longer than 2 ½ inches, folding knife with a locking blade, a razor with an unguarded blade, a taser, or stun gun.
- Law enforcement shall be notified within one school day after suspension or expulsion of any acts of a student that may involve the use, possession, or sale of narcotics, or a controlled substance, alcohol, or an intoxicant of any kind.
- Law enforcement has the right to meet with student without prior parent/guardian permission. However, notification will be provided to parent/guardian by GPA at some point whether before, during, or after an incident involving law enforcement.

General Behavior Matrix

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 GPA. (A list of offenses that, if committed, can lead to disciplinary action, are included in this handbook. However, this list does not preclude GPA from implementing disciplinary action, at Administration's discretion, for behaviors deemed inappropriate that may not be included in the list.)

The following chart is a guideline for most disciplinary situations. The teacher, Administrator or designee 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 Suspension Expulsion Payment of Damages Criminal Charges	Same	Same	Same
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.

Note: At any time, and based on circumstances, additional measures may be prescribed. These may include, but are not limited to referral to regular counseling sessions, mediation meetings, peer mentoring, or restitution.

Suspension and Expulsion Policies

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, a student is not to be on or near the school campus unless prior permission has been granted from a school administrator. Students are not allowed to attend any school function during this time. Students 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, vape devices, e-cigarettes, 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, provided, or sold the prescription drug Soma, or any other prescription drug
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 classwork, 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 GPA 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 a 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

Expulsion Procedures

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 not a teacher of the student or a Board member of the GPA'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

GPA 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 GPA, 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.
- GPA 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 the 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, GPA must present evidence that the witness' presence is both desired by the witness and will be helpful to GPA. 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. 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 GPA 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. GPA 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 GPA 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 GPA.

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

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

Rehabilitation Plans

A student who is expelled from GPA shall be given a rehabilitation plan upon expulsion which will be approved by the 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 GPA 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 GPA 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 GPA Administrator shall make a recommendation to the Executive Board following the meeting regarding their determination. The student's readmission is also contingent upon GPA's enrollment capacity at the time the student seeks readmission.

Appeal

A student or parent may request a review of GPA's decision to suspend or expel a student by making a written request to the GPA Superintendent or designee. The GPA 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 GPA 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 GPA Executive Board. The GPA 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 GPA Executive Board's decision is final.

Provision of Education During Suspension Period

GPA 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 GPA shall be referred back to the district of residence for appropriate educational placement.

Discipline/Suspension/Expulsion Records

At the end of a student's senior year at GPA, upon written request, the Superintendent may expunge all discipline records from the 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

Stipulation 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

Readmittance Notification

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

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

Non-Harassment and Non-Discrimination Policy

Guajome Park Academy 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 JUDD THOMPSON, HEAD OF SCHOOL, by calling (760) 631- 8500 ext. 1055 or by email thompsonju@guajome.net.

The confidentiality of the information received and the privacy of the individuals involved will be protected and honored to the extent which is possible. The exceptions would include disclosures required by law or as to those individuals who need to know within the context of an investigation, analysis, appeal of sexual harassment allegations, or prevention or correction of misconduct. Some allegations may be so egregious as to require a GPA investigation, regardless of an individual's desire to remain anonymous or not process a complaint. Therefore, confidentiality is not guaranteed.

If an individual informs a GPA administrator or employee about alleged harassment but asks the matter be kept confidential and no action be taken, GPA must still discharge its duty to prevent and correct harassment.

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 dismissal or expulsion. In all instances of alleged harassment involving members of the GPA community, such incidents shall be reported immediately by the teacher, Administrator or designee, or Counselor receiving such allegations to the Superintendent and/or designee.

Student Freedom of Speech and Expression

Students attending GPA 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. GPA 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 GPA. 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. GPA administration will designate a location for posting and distribution of materials. Distribution will be limited to designated locations. 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.

Buttons, Badges and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

- Are obscene, libelous or slanderous
- Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the substantial disruption of the orderly operation of the school
- Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the substantial disruption of the orderly operation of the school
- Are distributed in violation of the time, place and manner requirements
- Are in violation of current federal, state and local laws

Unofficial School Publications

School officials may not ban the distribution of non-school-sponsored publications on school grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

- GPA may disassociate from the material printed inasmuch as it is not an official publication of the school.
- GPA administration or designee may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - One half hour before school begins, during lunch period or the half hour after dismissal
 - In locations that do not obstruct the normal flow of traffic within school or at entrances
 - Without undue noise
- No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
- “Distribution” means dissemination of a publication to students at a time and place of normal school activity, or immediately prior to or subsequent thereto, by means of handing out free copies, accepting donations for copies of the publication, or displaying the student publication in pre-approved areas of the school which are generally frequented by students.

School officials cannot:

- Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author
- Ban the distribution of literature because it contains advertising
- Create regulations that discriminate against non-school-sponsored publications or interfere with the effective distribution of non-sponsored publications, provided such publications abide by time, place and manner regulations.

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 GPA. 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.

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.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GPA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, GPA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which GPA does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. GPA will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Contacts:

Judd Thompson
Head of School
2000 N. Santa Fe Ave.
Vista, CA 92083
760-631-8500
thompsonju@guajome.net

Lindsay Arias
GPA Administrator
2000 N. Santa Fe Ave.
Vista, CA 92083
760-631-8500
ariasli@guajome.net

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments, or slurs

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with school because of sex, race, or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Federal and State Law

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GPA.

GPA is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment under California Law consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment

- Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

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

Prohibited Bullying

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

1. Placing one or more students in fear of harm to their person or property.
2. Causing significant negative effects on a student's physical or mental health.
3. Interfering substantially with a student's academic performance.
4. Interfering substantially with a student's ability to participate in or benefit from the services, activities, or privileges provided by GPA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network internet website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents.

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

GPA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All regular staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form.

STUDENT SERVICES AND RESPONSIBILITIES

Personal Electronic Devices

Personal Electronic Device Policy: Overview

Implementing an updated cell phone policy in schools is essential to foster an environment conducive to student engagement, learning, and overall success. In today's digital age, cell phones present a significant distraction, disrupting the learning process and reducing students' attention spans. Cell phones will not be used between 8:00 a.m. and pickup. School landlines are available for communication. This allows students to focus

more intently on their studies. This policy also promotes face-to-face interactions and collaboration among students, which are critical for developing social skills and teamwork. Furthermore, reducing cell phone dependence helps mitigate issues such as cyberbullying and the negative impact of social media on students' mental health. Overall, this cell phone policy supports a more focused, interactive, and healthy educational environment, essential for students' academic and personal growth.

Cell Phone and Other Electronic Devices

Personal electronic devices ("PEDs"), including but not limited to, cell phones, smartphones, smartwatches, iPod, MP3 players, AirPods, earbuds, cameras, etc. are permitted to be brought to school; however, PEDs MAY NOT BE DISPLAYED OR USED ON CAMPUS DURING INSTRUCTIONAL TIME. If a smartwatch is being used other than to know the time, the smartwatch will be confiscated. Instructional time is the bell to bell for each class period. This applies to all students regardless of class schedule. All PEDs must be turned off during Instructional Time. If PEDs are used, displayed, turned on, earbuds/earphones visible whether it be around the neck or hanging from the ears, the PED will be confiscated, and a parent or person authorized on contact list will be required to pick the PED up Monday through Thursday from 7:45 am to 4:15 pm at the front office. On Fridays, the pick up time will be 7:00 am to 3:15 pm.

Disciplinary Action

- 1st Offense - PED is confiscated and submitted to the front office, and it will be held until the student's parent or authorized person on the emergency contact list can pick it up from school.
- 2nd Offense - PED is confiscated and submitted to the front office, and it will be held until the student's parent or authorized person on the emergency contact list can pick it up from school.
- 3rd Offense - PED is confiscated and submitted to the front office, and it will be held until the student's parent or authorized person on the emergency contact list can pick it up from school, and disciplinary consequences may be assigned to the student. This could result in the student having to check their PED at the front desk each day.

Other Notes of Interest

Personal Electronic devices may be used when a licensed physician determines it is necessary for the student's health or well-being. Or, when it is required in a student's IEP or Section 504 plan. Should parents or guardians need to communicate with students, they should contact the school office. When students need to communicate with parents or guardians, students can always request the use of a school phone.

Misuse of personal electronic devices on or near school property, in school vehicles, and buses, at school-sponsored activities may result in disciplinary action.

Guajome Park Academy is not responsible for technology including computers, cell phones, smartphones, airpods, etc. or other electronic signaling devices, if such devices are damaged, lost or stolen.

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.

Student Dress Code

Guajome Park Academy maintains the belief that students learn best when they feel confident, comfortable, and respected. The dress code is designed to support a focused, safe, and inclusive learning environment. It applies to all students during school hours and at all school events, whether on or off campus.

The code is written using gender-neutral language to promote fairness and inclusion. Students are expected to review the guidelines carefully and exercise good judgment when dressing for school.

GPA Dress Code – What You Need to Know

✔ What to Wear - Students must wear a top, bottoms (like pants, shorts, skirts, or dresses), and shoes every day. - Shirts must cover the front and sides (under the arms). - Clothes must cover undergarments, chests, genitals, and buttocks with non-see-through fabric. - Hats and hoodies are okay outside the classroom, but your face must stay visible and they can't block others' view. - Some classes (like PE or science labs) may require special gear—dress appropriately for those.	✖ What Not to Wear - No bathing suits. - No see-through clothing over private areas. - No shirts without straps, backless tops or dresses, tube tops, or overalls with excessive skin showing. - No pajamas, unless it's a spirit day. - No blankets at school. - No hoods can be worn inside classrooms. - No clothing with messages or images related to: - Drugs or alcohol - Sexual content or vulgar language - Violence, weapons or illegal activities - Hate speech or discrimination of any kind (racist, sexist, homophobic, etc.) - Any messages that might be offensive or disruptive to others
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Important Reminders:

- Students wearing attire that does not meet the guidelines may be referred to the Health Office, where alternative clothing will be provided.
- Repeated violations may lead to disciplinary action, including suspension.
- GPA may send a student home if their clothing presents a concern for their health or that of others.

Skateboards, Scooters, Bicycles, and E-Bikes

To ensure the safety of all students and staff, the following guidelines apply to skateboards, scooters, bicycles, and e-bikes:

- E-Bike Authorization and Safety Requirements**
 - Students who wish to ride an e-bike to and from school must complete and submit the **GPA Ride Protocol Acknowledgement Form** before bringing an e-bike to campus. The form outlines school expectations for safe operation, parking, and storage of e-bikes, as well as enforcement procedures, consequences for violations, and requirements regarding approved e-bike types.

- Both the student and parent/guardian must review and sign the acknowledgment form.
Students who have not submitted a completed form may not ride or bring an e-bike to campus.
 - Failure to follow school safety rules, California law, or the requirements outlined in the Ride Protocol Acknowledgement Form may result in the loss of e-bike privileges and additional disciplinary action as outlined in the Student Handbook.
- **Bicycles and E-Bikes:** Students may ride bicycles and e-bikes through the parking lot only to reach the designated rack area. Riders must follow a strict 5 mph speed limit and yield to pedestrians. Once in the main campus area, bikes and e-bikes must be walked. Helmets are required while riding on or to campus.
 - **Skateboards and Scooters:** Riding skateboards or scooters is not allowed anywhere on campus. They must be walked directly to the designated racks in the bike rack area. These items may not be carried during the school day or stored in classrooms, offices, or other unauthorized locations.
 - **Storage and Security:** All personal transportation equipment must be locked at the designated racks. Students must bring their own locks, and the school is not responsible for lost or stolen items.

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 do research, read, or study. Hours of operation are posted on the GPA website www.guajome.net. The following guidelines ensure that use of the library is a pleasant experience.

- 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.
- Respect students and staff while maintaining a quiet working environment.
- Clean up and respect your work station (furniture, computers, etc.) before leaving the library.
- Parents are invited to visit at any time as long as prior arrangements are made and the visitor procedures are followed.

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.

Wellness Center

Guajome Park Academy's Wellness Team is here to support students' mental, emotional, and physical well-being. Guajome's Wellness Team consists of two School Psychologists and three School Counselors who can meet with students and families around crisis management, identifying emerging mental health concerns, and connecting families to community resources.

Parents/guardians can reach out by calling 760-631-8500 and asking to speak with a GPA Wellness Center team member.

North County Lifeline is a great option for students who do not have medical insurance or students who have Medi-Cal. Families with private insurance can check with their hospital for counseling services and resources within the community. In many cases, counseling services will be free through private insurance, or these services will be offered at a discounted rate.

Mental Health and Crisis Support

- **Suicide & Crisis Lifeline - Dial 988**
- Suicide Prevention Lifeline: 800-273-8255
- North County Lifeline: 760-726-4900
- San Diego Access & Crisis Line: 888-724-7240

If a student is experiencing thoughts of self-harm or of harming others, it is critical to seek immediate help. **Please call 911 or go to the nearest hospital emergency room right away.**

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
- Museum grounds
- Sidewalks along the perimeter of the school
- The area behind the gym/wellness center

CURRICULUM AND INSTRUCTION

Academic Programs

Guajome Park Academy offers three different educational programs that target the following choices for 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:
 - International Baccalaureate Diploma Programme option for Grades 11-12;
 - International Baccalaureate Career Related Programme options for Grades 11-12;
 - A college preparatory pathway that offers A-G aligned coursework.

The purpose of GPA is to educate all members to strive to achieve the qualities of the GPA School-wide Learning Outcomes (“SLOs”): self-directed, 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., Benchmark Advance, Bridges) 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 ESLO's is an on-going process that is annually reviewed. Currently, GPPA's ESLO's 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.

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.

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).

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 students 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 (page 28-31).

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

Communication of Academic Performance with Students and Parents

Standards Based Progress Reports

Standards based progress reports ensure that there is consistency amongst the GPA 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.

GPA 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.

Parent/Teacher Conference

GPPA designates a parent/teacher week during the first semester and as needed in the second semester. Teachers will contact parents through ParentSquare to sign up for a conference if requested. To set up a conference outside of the conference day, parents should contact the teacher by sending a direct message via ParentSquare or through email. Teacher's email addresses are listed on the staff directory page of the school website. (<https://www.guajome.net/about/our-staff>).

TEXTBOOKS AND INSTRUCTIONAL RESOURCES

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 GPA network systems are GPA 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 GPA networks is a violation of the rules for use of GPA technology.

Considering the provisions mentioned above, GPA 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 the student.
- Though every effort is made to ensure technology resources are available, in the event of an unplanned outage, GPA is not responsible for the consequences of the service disruption.
- Student email is provided for academic activities only and there is no assumption of privacy. The technology coordinator and GPA administration reserve the right to investigate possible misuses or to monitor any email connected through GPA's computers.
- Lost, damaged, or stolen items- nor will we 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 may occur for violation of policy, the AUP, school rules, and/or for disciplinary issues/incidents. The Internet user and parents understand that students access the Internet at student's own risk.

Acceptable Computer and Internet Use Policy ("AUP")

Regulations and procedures provided in the GPA 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.

Chromebook Use Agreement

At Guajome Park Academy, students are provided the opportunity to use a school-issued Chromebook, which includes a power cable. This device is an essential learning tool and should be handled with care and responsibility. Students may use a Chromebook in class and, when appropriate, take the device home. Parents/guardians may be held financially responsible for any damage, loss, or destruction of the Chromebook resulting from the student's negligence or willful misconduct, in accordance with California Education Code § 48904.

Acceptance of a school-issued Chromebook requires parents/guardians and students to acknowledge and agree to the Chromebook Use Agreement and Parent/Guardian and Student Guidelines.

Students will:

- Use the Chromebook only for academic purposes in a responsible manner consistent with the Guajome Schools Acceptable Use Policy.
- Use appropriate language and graphics, whether posting and publishing from home or from school, and when using blogs, podcasts, video, email, or other communication tools
- Use only your assigned account(s)
- Maintain confidentiality about usernames and passwords
- Communicate only in ways that are kind and respectful
- Never download or share illegal copies of music, games, videos, software, and other copyrighted materials
- Give credit when using words or works of others
- Bring the Chromebook to school every day--fully charged
- Report the loss or damage of the Chromebook immediately to your classroom teacher
- Keep the sound off or use headphones when the sound of the Chromebook may disturb others
- Digitally publish work whenever possible

Students will NOT:

- Remove or deface any identifying stickers or labels placed in or on the Chromebook by Guajome
- Allow other people to use their assigned Chromebook
- View, use, or copy passwords, data, or networks to which they are not authorized
- Reveal personal information (phone numbers, addresses, passwords, etc.) about themselves or others
- Leave computers unsupervised at any time
- Harass, bully, or threaten anyone
- Use offensive or inflammatory language of any kind
- Misrepresent themselves or others

Families will:

- Supervise and monitor my 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.

Damaged Chromebooks

Students with malfunctioning Chromebooks may take them to their teacher and ask to borrow a Chromebook while theirs is being repaired or replaced.

General Care of the Chromebook

- Do not place food or drink near the Chromebook.
- Insert and remove cords, cables and flash drives carefully.
- Do not deface the computer or case with writing, drawings, stickers, labels, substances, etc.
- Do not place heavy objects on the Chromebook, or store where there is pressure on the screen.
- Carry the Chromebook when it is closed. Never carry the Chromebook when it is open.
- Clean the screen using only a soft, dry microfiber cloth. Do not use cleaning solutions on the screen.
- Always keep the Chromebook in the protective case. It is the student's responsibility to protect the device, even when the Chromebook is inside the case.

Use of Copyrighted Materials

Guajome Park Academy ("GPA") 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 GPA 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. GPA staff and students are also prohibited from using the GPA 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 GPA publications, including GPA-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.

STUDENTS WITH DISABILITIES

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 Academy (GPA) provides Special Education Instruction to grades K-12 in accordance with the IDEIA, Education Code requirements and applicable policies and practices of the SELPA. GPA is an independent charter public school of the Vista Unified School District, so students at GPA are enrolled in the same manner as is provided to the students in other District schools. GPA 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 GPA is structured to meet the needs of students as outlined by IDEIA and their IEP. GPA'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, 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 student's 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 people 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 I status, GPA is committed to providing fair, equal and equitable opportunity for English Learners, 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.

GPA complies with all Title I regulations including providing English Learners with equal opportunity and access to programs and services, providing GPA's 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).

GPA follows California's vision of success for English Learners. GPA is a school that "affirms, welcomes, and responds to a diverse range of English Learner (EL) strengths, needs, and identities. GPA 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/](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”.

<https://www.cde.ca.gov/sp/sw/>

STATE AND GPA TESTING/ASSESSMENTS

Assessment Information

As a California public school, GPA administers all California state-mandated assessments in the California Assessment of Student Performance and Progress (CAASPP). The tests in the CAASPP System provide information to teachers, parents/guardians, and students about students’ progress and readiness for college and career. Students may also participate in the California Healthy Kids Survey (CHKS) to help the school determine how to promote better health and well-being among our youth, improve the school learning environment, and combat problems such as drug abuse and violence.

In addition to California state-mandated assessments in the CAASPP, GPA utilizes a variety of assessment tools, teachers and parents gain a more complete picture of a student’s ability level and academic growth. GPA’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. GPA 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.

Reading Difficulties Screener

Beginning in the 2025–26 school year, California law mandates that all students in kindergarten through second grade undergo annual screening for the risk of reading difficulties, as outlined in Education Code Section 53008. These brief assessments focus on foundational reading skills such as letter recognition, phonemic awareness, and rapid naming, aiming to identify students who may benefit from additional support early in their educational journey. Parents will receive advance notice at least 15 calendar days before the screening, including information on how to opt their child out in writing if they choose. Screening results will be shared with families within 45 days of administration, accompanied by guidance on interpreting the findings and outlining potential next steps, which may include evidence-based instruction or further evaluation. These screenings are not diagnostic tools but serve as an early alert system to ensure timely interventions, supporting every child's path to reading success.

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.

Opt-Out

California Education Code (EDC) § 60615 grants parents or guardians the right to submit a written request to school officials to excuse their child from any or all parts of state-mandated assessments, including CAASPP tests. 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.

MEDICAL AND HEALTH

Health Office Information

The Health Office is open during classroom hours, staffed by a school health technician. The Health Technician will give first aid to all students who become ill or are injured during school hours. The parent/guardian will be called if the student needs to go home. When picking up an ill student, the parent or guardian must first sign the student out at the Attendance Office. If a student goes home due to illness, he/she may not return the same school day. Current emergency information MUST be on file at the school so that parents/guardians can be notified promptly in case of an accident or illness involving their child. No student will be released to any person not listed on the emergency contact list. Parents are encouraged to regularly review the emergency contact information for their student(s) on the Aeries Parent Portal and report any updates to the school Registrar.

Medication

Please notify the school nurse if your doctor has prescribed medication for your student to take during the school hours or school activities. State law requires that in such circumstances no student shall be given medication (including inhalers AND “over the counter” medication such as Tylenol, cough suppressants, etc.) except upon written request from a California licensed physician/healthcare provider who has the responsibility for the medical management of the student and written consent from the student’s parent/guardian. Medication Authorization forms are available on the Guajome website and in the Health Office and must be completed by the student’s physician, signed by the parent/guardian, and returned to the Health Technician at Guajome Park Academy. All prescribed medication must be given to the health technician who will have it dispensed as directed by the physician.

Students may not carry or use any medication, including over-the-counter or prescription, at school without a written physician's order and parent/guardian consent and until cleared through the Health Office. Medications must be in a clearly labeled container with the following information: student’s name, physician’s name, name of medication, dosage and schedule, and date of expiration of prescription.

For more information, contact the school health technician, Kim Maler at malerki@guajome.net or ext. 2107.

Students involved in school activities (field trips, sports, music, drama, etc.) must have a Medication form completed by their physician and parents/guardians before medication can be administered. Students participating in activities away from the school site must notify the health technician two weeks before planned activities for training/procedures for medication administration can be implemented.

A student’s parent/guardian is responsible for picking up any remaining medication at the end of the school year. If left in the Health Office after the last day of school, the medication will be destroyed.

Suicide Prevention and Mental Health Support

Guajome Park Academy recognizes that mental and emotional health are essential to student safety, learning, and overall development. School-based mental health services play a critical role in helping students achieve

academic success while supporting their social and emotional well-being. GPA acknowledges the serious impact of suicide among youth and is committed to addressing all signs of suicidal ideation or behavior with urgency and care.

The Executive Director or their designee will implement clear procedures when a student is identified as being at risk of suicide, including after an attempt, a threat, or a disclosure. GPA also provides educational resources to students, staff, and families to help identify warning signs and take proactive steps toward intervention. The school's Suicide Prevention Policy is available on the GPA website.

What Families Should Know About Suicide Prevention

Suicide is the second leading cause of death among teens and young adults ages 12–18. It results in more fatalities in this age group than many major diseases combined. Although the topic is difficult to discuss, suicide is preventable, and awareness is key. Being informed helps families and educators better support students who may be experiencing emotional crises.

In support of student wellness, GPA requires a reentry conference with the Health Office for any student returning to school following a psychiatric emergency. This ensures proper care and support are in place.

Recognizing Warning Signs

Studies show that the majority of teens who die by suicide exhibit warning signs beforehand. These signs can sometimes resemble common adolescent behavior, which is why it's important to observe whether these changes are unusual, persistent, or escalating.

Verbal and Written Warnings

Pay close attention if a student expresses hopelessness or makes statements such as:

- "I wish I wasn't here anymore."
- "You'll be better off without me."
- "I can't do this anymore."

These expressions can also appear in essays, journals, social media posts, texts, or creative works like songs and drawings.

Behavioral Indicators

Watch for:

- Sudden mood or behavior changes
- Isolation from friends, family, or favorite activities
- Declining academic performance
- Expressions of despair, shame, or feeling trapped
- Risk-taking or self-destructive actions
- Changes in sleep, appetite, hygiene, or energy
- Signs of substance abuse
- Recent experiences of trauma or loss
- Giving away belongings or making final goodbyes

Previous Attempts

One in three deaths by suicide involves someone who had made a previous attempt. Students with a history of self-harm should always be closely monitored and supported.

Protective Factors and Building Resilience

Resilience—the ability to recover from challenges—is strengthened by several protective factors. According to the National Association of Social Workers (NASW), these include:

- Strong family relationships with open communication
- A supportive school and community environment
- Healthy friendships and positive peer influences
- Access to physical and mental health care
- Skills in problem-solving and managing emotions
- Cultural or religious values that promote life and discourage self-harm
- Lack of access to dangerous means, such as firearms

Note about LGBTQ+ Youth:

Lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) youth are at a higher risk of suicidal behavior, not due to their identities, but because of rejection, bullying, and lack of support. Building a safe, affirming environment at home and at school can be lifesaving. Parents can find helpful guidance through the Substance Abuse and Mental Health Services Administration (SAMHSA).

Where to Get Help

If you believe your child may be at risk, take action immediately. Support is available:

- In an emergency: Call 911 if your child is in immediate danger.
- GPA Support Team: Contact the Health Office or any trusted staff member at GPA if you have concerns about your child's safety or mental health.

24/7 Crisis Response Contacts

Suicide & Crisis Lifeline - Dial 988	California Youth Crisis Line Call 800-843-5200
San Diego Access & Crisis Line Call 888-724-7240	The Trevor Project (LGBTQ support) Call 866-488-7386
National Suicide Prevention Lifeline Call 800-273-8255	Crisis Text Line Text "home" to 741741

Additional mental health resources and GPA's full Suicide Prevention Policy are available on the school's website.

California's Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program

Guajome Schools participates in California's Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program, which allows the school to bill your child's health insurance for eligible mental health and substance use disorder services already provided at school, at no cost to families. It's completely free for families - you will never get a bill, and it does not affect your child's health insurance.

Student education records, including health-related information maintained by the school under CYBHI, are generally protected by the Family Educational Rights and Privacy Act (FERPA). Subject to limited exceptions, FERPA requires consent from a parent/guardian (or eligible student) before a school may disclose these records to third parties.

As part of participation in the CYBHI Fee Schedule Program, Guajome Schools may request permission to share a student's health care and insurance information with third parties, such as third-party administrators, Medi-Cal, and other health insurers, for the purpose of submitting, processing, and receiving payment for eligible CYBHI services.

Families will never be billed for these services. Under California law (Health & Safety Code § 1374.722), covered services are provided without copayment, coinsurance, or deductible.

Parents/guardians may withdraw consent by submitting a written request within 30 days of student registration, or by September 1 of the applicable school year (whichever is later), by emailing CYBHI@guajome.net or visiting the Guajome Schools front office during normal business hours.

Consent authorizes Guajome Schools to retroactively bill eligible CYBHI claims to the extent permitted under applicable law and payor guidelines. Consent also authorizes billing for eligible CYBHI claims during each school year and will be renewed annually unless withdrawn.

If you have questions regarding the CYBHI Fee Schedule Program, please contact CYBHI@guajome.net. Information on the CYBHI Program can be found at <https://www.dhcs.ca.gov/children-and-youth-behavioral-health-initiative-default/>

Miscellaneous Health Information

If a student is believed to have a contagious illness, they will need to stay home until they meet the requirements to safely return. Before coming back to school, students must be free of fever for at least 24 hours without taking fever-reducing medication. Upon their return, they are required to check in at the Health Office. If a student is showing signs of pink eye (conjunctivitis), they will be sent home and must provide a doctor's note to return.

An effort will be made to inform families if there has been a known exposure to communicable illnesses such as chickenpox. Parents or guardians of students who may be at greater risk, such as those with compromised immune systems or those undergoing treatment for cancer or transplants, should contact the Health Office.

Guajome Park Academy may host blood drives in collaboration with the Red Cross or similar organizations. While efforts will be made to inform families in advance, written parental consent is not required for students aged 17 or older to participate.

Immunizations

Guajome Park Academy will adhere to all laws related to legally required immunizations for entering students under Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. The Health Office shall maintain the Student's immunization information in the Student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

For a complete guide of required immunizations for K-12, please contact the Health Office 760-631-8500 ext. 2107.

Community Resource Guide

Emergency Medical and Mental Health Services

Text/Chat/Call.....	988
24 Hour Emergency Center.....	(760) 940-3505
Tri-City Medical Center - 4002 Vista Way, Oceanside	(760) 724-8411
Palomar Medical Center – 2185 Citracado Parkwy, Escondido.....	(442) 281-5000
Scripps Memorial Hospital – 354 Santa Fe Dr., Encinitas	(858) 227-6894
Psychiatric Emergency.....	(760) 305-4900
Teen & Adolescent Mental Health & Wellness Center.....	(760) 374-3766
Aurora Behavioral Healthcare	(858) 487-3200
San Diego Center for Children	(858) 277-9550
San Diego Access & Crisis Line (ACL)	1-888-724-7240

Helplines

Alateen.....	(619) 296-2666
Alcoholics Anonymous	(760) 758-2514
California Youth Crisis Line (Runaways and all other problems)	(800) 843-5200
Child Abuse Hotline.....	(858) 560-2191
North County Crisis and Intervention Response Team	(760) 233-0133
Eating Disorders Referral Service.....	(800) 931-2237
North Coastal Family Resource Center.....	(866) 262-9881
Fire, Police, Ambulance.....	911
Gay and Lesbian Youth Talkline	(800) 246-7743
CA vs. Hate	(800) 246-7743
Info Line – General Info + Referrals.....	211
Rape, Abuse, Incest National Network (RAINN)	(800) 656-4673
National Domestic Violence Hotline	(800) 799-7233
Marijuana Anonymous (call/text)	(800) 766-6779
Poison Control Center	(800) 222-1222
Gang Prevention & Intervention	(619) 236-6790
Suicide Prevention Hotline	988
Teen Line.....	(800) 852-8336
Vista Community Clinic	(760) 631-5000

FOOD AND NUTRITION SERVICES

National School Lunch Program

Guajome Park Academy participates in the State of California's Universal Free Meals for All program, providing free breakfast and lunch to all students K-12 regardless of their family's income. Additional meals and a la carte items are available for purchase during these periods at the regular menu prices. Funds can be added to a student's account through the MySchoolBucks or at the food services window, and students must have funds in their account in order to purchase additional items.

Medically Prescribed Diet Requirements

If you believe your child requires a food substitute due to an allergy or because of a disability, please visit our Health Office and submit form CNP-925 Medical Statement to request a substitution. A child with a medically prescribed diet is entitled to a special meal at no extra charge if the condition prevents the child from eating the regular school meals.

COMMUNICATION

Google Classroom

GPPA students use Google Classroom as the official Learning Management System for all classes. Teachers will post assignments and communicate student announcements through this platform.

Parent/Guardian Google Classroom Accounts

Parents can have access to the Google Classroom for each period by requesting an invitation from the teacher. Parents are strongly encouraged to request access to view their student's course expectations, assignments, and grades. Contact your student's teachers for a Google Classroom access link.

Aeries Parent Portal

The Guajome Park Academy Aeries Parent Portal is an easy to use, web-based application that allows parents and students to see student information including class schedules, teacher contact information, demographics, test scores, attendance, grades, assignments, graduation status, transcripts and more. Parents are highly encouraged to opt in for automatic weekly progress reports sent via email through Aeries. The Aeries Parent Portal is also the way parents are required to register their returning students before each school year. Information and instructional guides for using the Aeries parent portal can be found at:

<https://www.guajome.net/parents/parent-portal>

ParentSquare Communications

At Guajome Park Academy we use ParentSquare as our primary platform for school-to-home communication. This unified communications system has been in place for several years and is designed to keep parents and guardians informed, connected, and engaged with all aspects of school life.

Through ParentSquare, district administrators, principals, teachers, and staff are able to communicate safely and effectively with families in one centralized location. ParentSquare provides two way communications in the user's preferred language. With ParentSquare, families can:

- Receive important school and class updates
- Send and receive direct messages with teachers and staff
- View calendar events
- Access photos and shared documents
- Sign up to volunteer or participate in school events
- Schedule parent-teacher conferences
- Purchase items and make donations
- and so much more!

All school, grade-level, and classroom communications are delivered via email and/or text. Parents will login using the email address they have on file with the school. For the best experience, we recommend families use the free ParentSquare app, available on both iOS and Android devices. The app provides real-time updates and allows you to message staff directly from your mobile device. Scan the QR code to download the app.



If you're new to our community or need a refresher, please visit the "Getting Started" page for parents:



Guajome Park Academy Website

On the Guajome Park Academy website www.guajome.net, parents and students can access a variety of helpful resources, including the academic calendar, event schedule, class schedules, bell schedules and teacher contact information. The site also provides direct access to the Aeries Parent Portal for viewing grades and attendance. Families can find important school policies, student handbooks, course catalogs, wellness and community resources, and counseling contact information. In addition, the website features details about extracurricular activities, athletics, enrollment, lunch menus, school announcements, and much more.

Parent Email and Phone Communication

Parents and guardians who have shared their email addresses during the enrollment process will automatically receive regular communications from Guajome Park Academy through ParentSquare and direct email. Throughout the school year, GPA sends out a weekly digital newsletter highlighting upcoming events, student recognitions, athletic competitions, academic resources, and key announcements.

In addition, families will receive email updates from school leadership, including messages from the Superintendent, notices from the Health Office, invitations to community and parent meetings, and flyers promoting college readiness events and opportunities.

Guajome Park Academy communicates important information with families through phone calls, emails, and text messages (if opted in). These messages may include event reminders, emergency notifications, and individual updates from school staff.

Families provide their contact information, including primary phone number, email address, and mobile number, during student registration. This information must remain current to ensure you don't miss important updates. If your contact details change at any point during the school year, please notify the school Registrar (ext. 2014) right away.

If you wish to opt out of particular forms of communication, please adjust the user preferences on your ParentSquare account or contact the main office for assistance.

Student Email

All Guajome Park Academy students are assigned a school email account to support instructional purposes. These accounts are governed by the Guajome Acceptable Computer and Internet Use Policy and the Children's Internet Protection Act (CIPA). GPA uses Google (Gmail) for its student email platform.

Student email accounts are active only while the user is enrolled at Guajome. In accordance with our acceptable use policy and CIPA compliance, the school has both the right and responsibility to monitor and manage student email use to ensure a safe and effective learning environment. Email accounts and login credentials are provided during registration or enrollment, and it is very important that students keep their usernames and passwords secure and confidential. Usernames cannot be changed.

Because student email is web-based, it can be accessed from home, school, or public locations such as libraries. Email is a primary communication tool used by teachers, counselors, club leaders, and coaches. Students are expected to check their email daily.

If a student is unsure whether a certain use of email, the internet, or the school network is appropriate, they should consult the *Guajome Acceptable Computer and Internet Use Policy*, or speak with a teacher or administrator. These policies are in place to maintain a secure and respectful digital learning environment for all.

Social Media Communication

Parents, students, and community members are encouraged to follow GPA's official social media pages. Important information such as upcoming event details, student and staff accomplishments, breaking news, pictures, and videos are posted regularly. The GPA Facebook page is ["/GuajomeParkAcademy"](#) and Instagram

is “@guajomeparkacademy”. Parents and students can submit a request for school-related events or pictures to be featured on the appropriate accounts by sending the information to info@guajome.net.

Media Release

At times, members of the news media may visit Guajome Park Academy to report on events such as athletic competitions, assemblies, special programs, or other school-related activities of public interest. The law provides that when members of the news media are lawfully present on campus, they may request to interview, film, or photograph students. However, students have the right to decline participation and may choose not to be interviewed or appear on camera. When media visits are planned in advance, GPA will make every reasonable effort to inform parents ahead of time and provide an opportunity to grant or deny permission for their child to be included in any media coverage.

FAMILY AND COMMUNITY RESOURCE CENTER

At Guajome Park Academy, our Family and Community Resource Center is committed to supporting students and families by connecting them with essential services and helpful resources. We aim to remove barriers to learning by helping to meet the needs of the whole child and family.

Location & Hours: The Resource Center is located in the Main Office and is open Monday through Friday, from 8:00 AM to 4:00 PM.

Contact: Berenice Resendiz, Family & Community Liaison 631-8500 ext. 1100 or resendizbe@guajome.net

Services and Support Available

Connection to Local Services: Guidance and referrals for housing, medical care, mental health, and immigration services.

Food Support:

- On-Campus Food Pantry: Shelf-stable items available for students to discreetly take home.
- Monthly Food Distributions: Families can register to receive canned vegetables, canned meat, pasta, and a separate bag of fresh fruits and vegetables.

Essential Needs:

- Community Closet: Access to clothing, shoes, and hygiene products.
- Backpacks and School Supplies: Available to ensure every student is prepared to learn.

Technology Assistance:

- Help with ParentSquare for school communication.
- Support using the Aeries Parent Portal to track grades and attendance.

Educational Opportunities & Workshops

Guajome provides free workshops and learning sessions throughout the school year to empower and inform families. Some topics include:

- College Readiness
- Financial Literacy
- Disaster Preparedness
- Mental Health & Wellness
- Drug Prevention Awareness
- Human Trafficking Awareness
- Start Smart Driving Education (for teens and parents)
- Bike and E-Bike Safety
- The Adolescent Brain and Behavior
- Supporting Students' Social-Emotional Needs and Managing Stress

Check our school calendar regularly for upcoming events.

Additional Resources

- Community Resource Guide: A curated list of local support services and agencies.
- Immigration Resources
- Student Pantry: Access to snacks and essentials for students during the day.
- College Readiness Resources: Information and tools to help students prepare for life after high school.

Family Engagement

- **Parent Involvement Opportunities:** Join groups such as the School Site Council, ELAC, and Title I Committee.
- **Volunteer at Guajome:** If you're interested in volunteering at Guajome Park Academy, please contact the office for a volunteer packet.

We welcome all Guajome families to connect with the Resource Center and take advantage of the support available. For more information, visit guajome.net/family-resources or stop by during office hours.

UNIFORM COMPLAINT POLICY AND PROCEDURES

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 through 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 full details of the appropriate procedure:

- A. Complaints Against GPA Personnel (Non-Management)
- B. Complaints Against GPA Personnel (Management)

- C. Complaints of Discrimination Against Individuals
- D. Complaints Concerning Programs and Programmatic Discrimination

Please contact the GPA Uniform Complaints Officer (“UCO”) for any questions regarding this document.

Judd Thompson - UCO

Head of School

(760) 631-8500

thompsonju@guajome.net

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 programs 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 identity, sexual orientation, 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.