Family/Student Handbook 2026/2027

Mission Statement

It is the mission of Sycamore Creek Community Charter School to develop students 'capacities with a pedagogy based on the Core Principles of Public Waldorf Education that fosters independent thinking, a willingness to face challenges, and a commitment to the world and the people in it.

Our School

Sycamore Creek Community Charter School (SCCCS) was conceived in 2015 by Dr. Sarah Bach, a parent, who had discovered Waldorf education and found its availability out of reach for many families. Through trial and error, sweat and tears, and the support of a small group of like-minded parents, SCCCS's petition was written and submitted. After numerous challenges over the course of three plus years, the petition was approved on March 6th of 2019 by the Orange County Board of Education for opening in the Ocean View School District for the Fall of 2019 with a term until 2026 when SCCCS may apply for renewal. Since that time, Sycamore has been granted eligibility to add high school grade levels and also status as a Countywide Benefit Public Charter School. Our new petition was approved August 2nd of 2023, and Sycamore Creek Community Charter School was able to purchase an almost three acre site in the city of Cypress. We then began the process of renovations in order to receive Occupancy. Sycamore moved to our new site shortly in the Fall of 2025. Our Phase 2 of construction has just been completed in order to be ready for the 2026-2027 school year. We are so grateful to be opening this year with the addition of bungalow classrooms, a playfield, and sports courts.

Our New Address: 4323 Cerritos Avenue, Cypress, CA 90630

(Our Previous Address: 17131 Emerald Lane, Huntington Beach, CA 92647)

Our Phone Number: 714-594-3660

Our Website: www.sycamorecreekcharter.org

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Hours of Operation	Monday, Tuesday, Wednesday, Thursday & Friday
TK/Kindergarten Moonflowers / Sweet Peas	9:00 AM – 1:00 PM
TK/K Sunflowers	10:30 AM – 2:30 PM
Kindergarten Marigolds & Rosebuds	8:45 AM – 1:45 PM
TK/Kindergarten Poppies	8:45 AM – 1:45 PM
Grades 1–3	8:35 AM – 2:25 PM
Grades 4–8	8:25 AM – 2:35 PM
TK/Kindergarten	No Minimum Days
Minimum Day	Grades 1–3: Dismissal at 12:25 PM
Minimum Day	Grades 4–8: Dismissal at 12:35 PM
Before Care AM	7:30 AM – 8:10 AM
Office	8:00 AM – 3:00 PM
After Care PM	1:00 PM – 4:30 PM

Administrative Contacts:
Executive Director: Dr. Sarah Bach sarahbach@sycamorecreekcharter.org
Director of Finance and Operations: Vyctoria Luong vyctoria.luong@sycamorecreekcharter.org
Director of Special Education: Precious Young precious.young@sycamorecreekcharter.org
Director of Early Childhood Education and Early Grades: Tracy Ryan t.ryan@sycamorecreekcharter.org
Office Manager: Jocelin Carmona jocelincarmona@sycamorecreekcharter.org

GRADES 1 – 4
The sun with loving light

Makes bright for me each day
The self with inner power
Gives strength unto my limbs
In sunlight shining clear
I do revere
The strength of humankind
Which so graciously grows within my being
That I with all my might
May strive to work and learn
Toward me come light and strength
From me rises love and thanks.

GRADES 5 – 8
I look into the World
In which there shines the sun
In which there gleam the stars
In which there lie the stones
The plants they live and grow
The beasts, they feel and live
And human beings within themselves
Give dwelling to the light
Each day I look within
Where lies my self, becoming
My thinking lives and weaves
In light of sun and self
In heights of world without
In deepest depths within.
From that wide world around me
I ask that joy and strength
For learning and for work
In me may live and grow.

Governance

SCCCS is collaboratively governed by the Board of Trustees, with Administration serving as the facilitating body. The Orange County Board of Education is our charter granting agency, but they are not involved in our day-to-day school operations.

Faculty Community Council (FCC)

All full-time teaching faculty members participate in the SCCCS Faculty Community Council. The Faculty Community Council meets regularly to discuss the life of SCCCS and its community. In addition to their primary role as classroom teachers, the faculty ensures the quality of programs and maintains the highest possible standards in the conduct of SCCCS's activities. The Faculty Community Council acts as an advisory group to the Board of Trustees concerning curriculum, policy, and program issues.

Parent/Guardian Community Council (PCC)

Parents and Guardians form the Parent/Guardian Community Council ("PCC") and are responsible for parent involvement in school activities, beautification, fundraising, and reporting to the SCCCS Board of Trustees on any and all matters related to the strengthening of the SCCCS community. Parent/guardian participation plays a vital role in the effectiveness of our program.

The Parent/guardian Community Council consists of parent/guardian and grandparent volunteers who meet regularly (at least monthly) to support the life of SCCCS. The Parent/guardian Community Council includes a Chair for the Heart, Hand and Head Committees. A Faculty member serves as a liaison to the PCC. The Parent /guardian Community Council is a 501c3 governed by its own set of adopted bylaws. Please email: scccscommunitycouncil@gmail.com for information about how to get involved.

The PCC:

- Has a forum for discussion of matters of interest and concern to the parents/guardians of SCCCS.
- Acts as a communication channel between the parents/guardians and other individuals and groups, both within and outside the school community.
- Facilitates cultural and social activities that contribute to the vibrant life of SCCCS.
- Coordinates and sponsors committees, clubs, and other activities that contribute to the life of SCCCS.
- Supports the aesthetics of the school grounds and classrooms through volunteer clean up and beautification days

Board of Trustees (BOT)

The Board of Trustees has final legal and fiduciary responsibility for Sycamore Creek Community Charter School. It is the ultimate authority in deciding financial and policy issues, and it is responsible for ensuring that the school's practices and educational outcomes are consistent with the approved charter petition. The Board is composed of community members and parent/guardians.

Board meetings are open to the public and are typically held on the last Tuesday of every month. Meeting times and locations are posted on the school's website. Individuals who wish to speak during open forum are limited to three minutes of speaking time. Due to public meeting laws, the Board cannot address issues raised during open forum unless they have been previously agendized for that meeting.

Board of Trustees:
Chairperson _____Ms. Alisha Walker, JD, Parent, Founder
Board Member_____ Ms. Lisa Umeda, Parent
Board Member_____ Ms. Lizabeth Thompson, Community Member, Founder

School Board Meetings

Parents/guardians are welcome to attend school board meetings as a way to learn more about the functioning of Sycamore Creek. The time and place of the board meetings is announced on the website and meeting agendas are posted 72 hours in advance of the meeting unless it is a Special Meeting, which requires a 24 hour notice. Please keep note of the meeting agendas which are posted to the school website and physically on the black pedestrian gate outside of the school office.
Put meeting times here:

Administration, Faculty and Staff

Executive Director

The Executive Director (ED) serves as the Head of School, providing leadership and support to all aspects of the school community. The ED is ultimately responsible for the success of the school and as such has the duties and powers to oversee and supervise all operations in accordance with school policy, applicable California Education Code, other state and federal legislation, and the school's charter.

The ED is available to answer any questions, and to hear concerns or ideas. You may stop in the office or call to make an appointment. The ED has an open-door policy and, time permitting, is often available for short, unscheduled conversations. Please be sure, however, to first speak directly with the person most immediately involved before seeking the ED's assistance, if possible.

Executive Director: Dr. Sarah Bach, sarahbach@sycamorecreekcharter.org

School Office

The school office is located at 4323 Cerritos Avenue, Cypress, CA 90630 and is open from 8:00 a.m. to 3:00 p.m. M- F. During summer vacation and school holidays, the School has intermittent hours. The office is the busy, central hub of school business. The office staff is there to help you – if you aren't sure whom to call, call the office at 714-594-3660 and the staff will direct you to someone who can answer your question or concern. They can also deliver teacher correspondence.

Questions about enrollment should be directed to office staff or by emailing enrollment@sycamorecreekcharter.org. Concerns about school buildings and facilities should be brought to the attention of the Director of Finance and Operations so that repairs can be arranged, and our school is maintained as a safe place for students. The Office Manager handles attendance matters and together the administration team oversees the Emergency Preparedness Program, as well as, a variety of important tasks that help the School run smoothly. They can answer your questions about reimbursement, assist with after/before school sign ups, coordinate insurance matters for field trips, etc.

Pedagogy

The Executive Director oversees pedagogy, and to that end, ensures the success of programmatic aspects of the school and that the educational experiences of students at the school are in alignment with the mission, vision, and charter based on the Core Principles of Public Waldorf education. She is able to answer questions about curriculum, testing, learning goals, educational support and year-end reports.

Teaching Faculty

TK Sweet Peas Class Teacher: Mrs. Wendy Beaumont: wendy.beaumont@sycamorecreekcharter.org, "Mrs. Beaumont"

TK Moonflowers Class Teacher: Ms. Vic Cabezas: vcabezas@sycamorecreekcharter.org, "Ms. C"

TK/K Sunflowers Class Teacher: Mrs. Elizabeth Pope: Liz.Pope@sycamorecreekcharter.org, "Mrs. Pope"

TK/K Poppies Class Teacher: Mrs. Jillian Autrey: jillian@sycamorecreekcharter.org, "Mrs. Autrey"

Kindergarten Rosebuds Class Teacher: Ms. Katherine Warren: kate.warren@sycamorecreekcharter.org, "Mrs. Warren"

Kindergarten Marigolds Class Teacher: Ms. Tiffany Martinez: tiffany.martinez@sycamorecreekcharter.org, "Mrs. Martinez"

1st Grade Class Teacher: Ms. Juli England: juli@sycamorecreekcharter.org, "Ms. England"

1st Grade Class Teacher: Ms. Maddie Godsil: maddi.godsil@sycamorecreekcharter.org, "Ms. Godsil"

2nd Grade Class Teacher: Mrs. Brooke Sanchez: brooke.sanchez@sycamorecreekcharter.org: "Mrs. Sanchez"

3rd Grade Class Teacher: Mrs. McElroy: a.mcelroy@sycamorecreekcharter.org, "Mrs. McElroy"

3rd Grade Associate Teacher: Mr. Chandler Boyer: "cboyer@sycamorecreekcharter.org"

4th Grade Class Teacher: Ms. Kellyrae Meadows: kmeadows@sycamorecreekcharter.org: "Ms.Meadows"

4th Grade Class Teacher: Mrs. Megan Shanholtzer: Megan.Shanholter@sycamorecreekcharter.org: "Mrs. Shan"

5th Grade Class Teacher: Ms. Alexandra Mekis: alex.mekis@sycamorecreekcharter.org, "Ms. Mekis"

5th Grade Associate Teacher: Mrs. Alison Keaney: a.keaney@sycamorecreekcharter.org, "Mrs. Keaney"

6th Grade Class Teacher: Mrs. Maggie Magno: maggie.magno@sycamorecreekcharter.org: "Mrs. Magno"

7th Grade Class Teacher: Ms. Aurelia Khatib: a.khatib@sycamorecreekcharter.org, "Ms. Khatib"

8th Grade Class Teacher: Trissy McGowan: t.mcgowan@sycamorecreekcharter.org, "Mrs. Trissy"

Specialty Staff

Games: Ms. Gennica Santa-Cruz: gennica.santa-cruz@sycamorecreekcharter.org

"Ms. Santa-Cruz"

Spanish: Judith Thaxter, j.thaxter@sycamorecreekcharter.org: "Ms. Judith"

Handwork : Ms. Niki Miller: : n.miller@sycamorecreekcharter.org: "Ms. Niki"

Chinese Culture: Ada Jiao: : ada.jio@sycamorecreekcharter.org: "Ms. Ada"

Strings: Agnieszka Borzuchowski: a.borzuchowski@sycamorecreekcharter.org:

"Ms. Borzuchowski"

Support Teacher: Alyssa Quiaonza: AlyssaQ@sycamorecreekcharter.org: "Ms. Q"

Speech and Language: Rebecca Brewster: rbrewster@sycamorecreekcharter.org: "Mrs. Brewster"

SLPA: Sharie Quintanilla: SharieQ@sycamorecreekcharter.org: "Mrs. Quintanilla"

Occupation Therapist: Shefali Desai: shefali.desai@sycamorecreekcharter.org: "Ms. Desai"

Support Staff

Campus Aide: Jackson Ryan, "Mr. Jackson"

Campus Aide: Rebecca McKeown, "Ms. Rebecca"

Campus Aide: Emily Monzon: "Ms. Emily"

Campus Aide: Ayrika Fields: "Ms. Ayrika"

Campus Aide: Aliyah Hayes: "Ms. Aliyah"

Campus Aide: Patricia Henderson: "Ms. P.J."

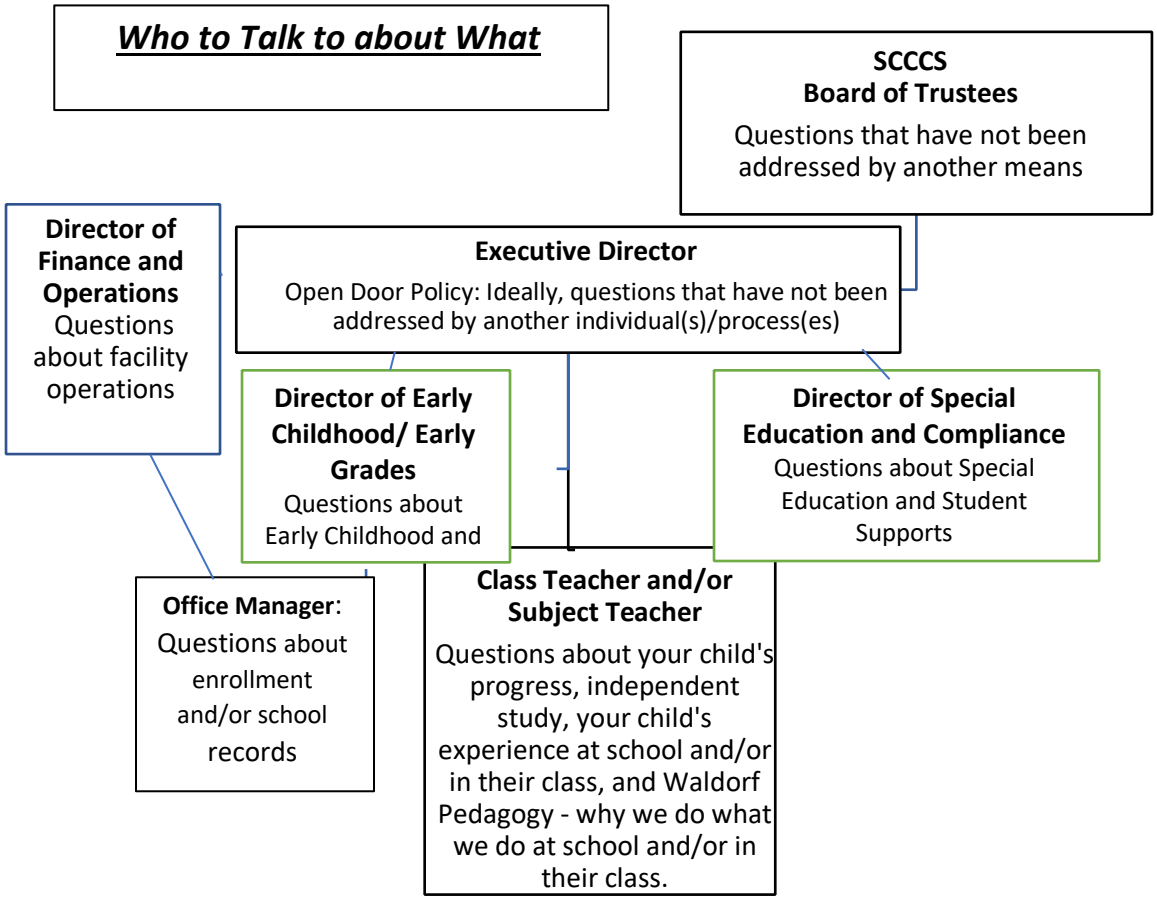
Campus Aide: Lindsay Kennedy-Aguilera: "Ms. Lindsay"

Campus Aide: Griffin Roessir: "Mr. Griffin"

Campus Aide/Nutrition: Stephanie Riska, "Ms. Stephanie"

Who to Talk to about What

It is normal for questions to arise during the course of your child's education, and we are committed to helping you understand our unique program. Questions that arise through participation in our school community are best addressed **at the point of origin** through direct and clear communication, and it is important that you are guided to the proper source for answers. We know this can be difficult, but it is important that we model healthy communication for our students and strength in the face of challenges. Please see the chart below to assist you in directing your questions to the appropriate person. If you are uncertain about who to speak with, please ask Jocelin Carmona, Office Manager and she will be happy to direct you.



To repeat, the first person to speak to is the person with whom you have the concern.

Enrollment

The Sycamore Creek Community Charter School is a public, non-sectarian school that does not discriminate in its programs, enrollment procedures, employment practices, or any other operations. The School does not discriminate on the basis of race, national origin, ethnicity, gender, sexual orientation, perceived sexual orientation, home language, or disability. Diversity and opportunity are at the heart of the School's mission. As a publicly funded Waldorf school, there is no tuition nor shall participation in fundraising be tied in any way to enrollment at the School.

Students are admitted to the Charter School by lottery for each grade, after submitting an enrollment form in the early spring/late winter for entrance the following fall. Children of teachers and staff receive first priority, followed by siblings of students and then all other applicants. When there are more applicants than spots available, a lottery will be conducted by an uninterested party and an ordered waiting list will be formed after seats are offered. Any places that open will be offered following the waiting list sequence. After the close of open-enrollment, followed by the lottery, students will be admitted on a first come, first serve basis.

We do not enroll students on the basis of their knowledge of and commitment to Waldorf education. However, we are concerned that families who are not fully comfortable with the educational philosophy of Waldorf education at school and ***at home*** may not ultimately be happy at Sycamore

Creek. For both the benefit of the individual child and the School community at large, the importance of self-selection with an eye to a good fit with our educational approach *cannot* be_overstated. Ongoing participation in meetings and other parent educational events will ensure a strong basis by which parents/guardians can understand the curriculum and support the school's goals at home.

Student Success Teams (SST)

Student Success Teams are a formal way to address concerns administrators, teachers, and/or parents/guardians have regarding a student. Student Success Teams can address social, academic, or behavioral concerns. A Student Success Team consists of the class teacher, parents/guardians, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation). Depending on the child's age and the situation, the child may be a member of the Student Success Team.

During a Student Success Team meeting, participants explore the issue of concern, strategies used previously to address the issue, and brainstorm future strategies. Student Success Team meetings may result in the creation of either a Student Success Plan or a Student Behavior Contract. Both options can include strategies to be implemented by teacher, administration, parent/guardian, and/or student.

A Student Success Plan describes strategies that will be implemented to help the student improve in specific academic areas and, in some cases, includes a behavior contract. The Student Success Plan also includes goals and benchmarks for student achievement, time frames for progress, and dates for follow-up meetings. If sufficient progress is not noted following the successful implementation of a Student Success Plan, then the student may need to be evaluated for possible special education support. A Student Behavior Contract includes a list of targeted behaviors to improve, behavior goals, teacher strategies, support strategies, and responsibilities for parents/guardians, as well as a time frame for change, and a date for a review meeting. All parties sign the behavior contract.

Student Success Team request forms are available at the school office. Parents/guardians may request a Student Success Team meeting after having met with their classroom teacher and/or lead teacher, and/or administrator regarding their concerns.

Special Education Services

California state law requires all charter schools to identify, locate, and evaluate all children with disabilities residing within their jurisdiction who are in need of special education and related services. Sycamore Creek Community Charter School serves its special education students and Precious Young serves as Special Education Director for our families.

Sycamore Creek Community Charter School utilizes a multi-step process to assist our staff in better identifying and meeting the needs of underachieving students, beginning with a discussion of the teacher's concerns at the weekly faculty meetings. During the faculty meeting, a teacher may consult with his or her colleagues and explore strategies to support the student's success. If academic concerns continue, the teacher (or parents/guardians) may request a Student Success Team meeting to address them. If sufficient growth is not noted following a student's referral to Student Success Team, then the student may need to be evaluated for possible special education support.

If your child has previously received special education services and has an Individualized Education Plan (IEP), and/or has been served under a Section 504 Accommodation Plan at another school, it is the responsibility of the parent/guardian to notify Sycamore Creek Community Charter School and provide copies of these documents upon enrollment. If you have indicated in the school's enrollment packet that your child has an IEP or a Section 504 plan, our Special Education Director, Precious Young, will contact you to discuss continued services.

Expanded Learning Opportunities Program

Currently, we have Before Care beginning at 7:30 am and extended care after until 4:30 pm. We have worked hard to add this to our school day and grateful we can provide this service to families. We hope to add further aftercare/extracurricular activities for our other grade levels over time. Please contact the school at info@sycamorecreekcharter.org if you are interested in our Expanded Learning Opportunities program. If your family has needs beyond our 7:30 am start time please contact our office manager Mrs. Jocelin Carmona.

Waldorf Education: What do I need to know?

Sycamore Creek Community Charter School is dedicated to bringing a Public Waldorf curriculum to its students. Everything we do is based on this goal, so it is essential that all members of our community commit to learning about Waldorf education. In their daily and weekly work, the faculty studies Waldorf pedagogy and strives to bring it in new and deeper ways to their students. The administration works in a way that supports this process, and indeed studies and practices Waldorf methods of working in order to lead the school in a unified and appropriate manner.

It is our hope that the parent/guardian community strives to educate themselves about Waldorf education and we encourage you to read, study, and ask questions as they arise. Additionally, we strongly encourage attendance at parent meetings and outreach events will help in developing a deeper understanding of why we do what we do. Below, please find some material that we would recommend, and we encourage you to ask for additional resources as needed.

1. *You Are Your Child's First Teacher* by Rahima Baldwin. A classic parenting guide, especially for families of pre-school aged children.
2. *Waldorf Education, a Family Guide* by Pamela Johnson and Fenner and Karen Rivers. The standard beginner's guide to Waldorf education, answering commonly answered questions. Highly recommended for new parents.
3. *Understanding Waldorf Education: Teaching from the Inside Out* by Jack Petrash. Insights from a very experienced class teacher and father. Great outline of the key ideas behind Waldorf education.
4. *Waldorf Schools: Volume I and II* edited by Ruth Pusch. A readable collection of articles on all things Waldorf.
5. *School as a Journey: the Eight-Year Odyssey of a Waldorf Teacher and His Clas*s by Torin Finser. A lovely overview of the grades experience, with lots of helpful insights on child development. Has a wonderful appendix that helps anyone interested go further into their reading.

Dress Code

Within the Public Waldorf approach, the unfolding of the child's individuality is best marked in the student's work and interpersonal relationships. It is wise to label *everything* with your child's name.

All unclaimed items will be donated to charity if not picked up from the school after a reasonable amount of time has passed.

No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Because we are hoping that students are engaging in developmentally appropriate activities, any activity that requires significant attention focused on one's looks can be distracting to learning. **Excessive attention to "style" encourages self-consciousness that is more appropriate for age 15 and up. We wish to keep the elementary school child free of this self-consciousness, focusing instead on learning about the world around them. Dyed hair of any color is discouraged. This includes henna or other hair lighteners. Even "temporary" or "wash-out" dyes do not usually come out completely, as promised on the box, so please wait until high school to try them. We do not recommend experimenting over the summer. Additionally, hair should not hang in the eyes, not because we don't like long hair, but because it hampers vision – students should either tie hair back from the face or trim bangs accordingly so they can safely engage in all activities throughout the day.**

Movement is an integral part of our day and an important part of learning. **Secure <u>closed-toe</u> footwear that does not slip off, flap or require one to clench his/her toes is necessary as we jump rope, run, hop, skip and twirl.** Children should also feel comfortable that their clothing is secure, won't slip off shoulders or hips and that they can bend, stretch or even do a handstand without feeling uncomfortable. Children should be able to wear clothing that does not trip or hamper their movement. We appreciate your parental/guardian support in helping them adhere to these guidelines.

While here in southern California we do not get a lot of rain (usually), please be aware that on rainy days the play yards can become very wet and muddy. We do like to let the students go outside under the following conditions:

1) Waterproof shoes or boots are highly recommended for the safety of students. It is very uncomfortable to have wet feet all day and they **will not be allowed to go barefoot.** Shoes to change into in the classroom are fine.
2) A waterproof jacket or raincoat with hood OR an umbrella.
3) It is highly recommended that students in our Early Childhood program come to school with 1-2 changes of clothing in their backpacks.

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<u>Snack & Lunch</u>

Our goal is nutritious, no-waste snacks and lunches that help our students feel satisfied and ready to learn. **We encourage you to ensure your child brings a filled water bottle in a reusable container. Please send a snack AND lunch that is hearty, nutritious and well-balanced. We are a "no waste" school, so please be sure to use re-usable containers whenever possible. When possible, please include two cloth napkins and use baskets or soft lunch bags that are free from all advertisements and logos. We understand that this is not always an option for families. That**

means no cartoon figures, movie images, sports teams, etc. The reason for this request is that these images can be distracting to learning while at school. Our goal is to encourage imaginative thinking and lessen conversations around highly developed media inputs that curtail this goal. **Gum, candy and carbonated sugary drinks are not allowed at school**. ***Due to the possibility of severe allergic reactions there are no food with peanuts allowed in grades TK-3rd grade****. Additionally, children may not share food unless okay'd by the teacher and parent/guardian.* Your teacher may contact you with other guidelines for your child's lunch and snacks.

Media & Overexposure to Adult Life

It is difficult to ignore technology in the world today. From smart phones, I-pads, devices and screens & the Internet to television to piped in music in the parking lot of a mall, quiet is difficult to find. **It is the philosophy of Waldorf educators that imagination provides the foundation for learning and growth.** Unfortunately, the visual strength of our screened devices can strongly interfere with the development of imagination when experienced at too young an age and/or with **too much frequency at any age**. While we realize this is a parenting issue and not enforceable by the school, we ask that if at all possible, families limit the screen time of their children as a commitment to this educational system. This means that we encourage **little to no exposure** in grades TK – 4, and limited exposure in grades 5-8. The integrity of the Public Waldorf curriculum for each child in the School depends on the **community-wide embrace** of a limited-media childhood. We strongly urge all parents/guardians to educate themselves about this critical topic.

Electronic Devices on Campus

Cell phones, and other electronic devices such as smart watches are a major problem on school campuses across the country. Ringing or vibrating cell phones are disruptive during class time. Camera phones and text messaging can be used inappropriately. Phones are stolen, loaned to other students, may be lost or broken and have exacerbated crisis situations. The use of cell phones at school is detrimental to the academic climate because it takes valuable time away from instruction and creates disciplinary problems. For these reasons, although we will not police parents, we also ask for help from parents by working to set a prime example and **keeping cell phone use to a minimum** while on campus, especially when in the presence of students. **Please do not use cell phones while supervising students or helping classrooms.**

If a student brings a cell phone or other communication devices to school, they are to do so at their own risk. The device must remain with the teacher and must be off for the entire school day. Students may not use their devices at any time while on campus unless it is before or after school and the communication is related to pick up or drop off. Should a student need to contact their parents/guardians or caregivers while on campus, they may ask to use the office phone. Likewise, if urgent, parents or guardians may call the school office to deliver a message to their child.

If a student does not comply with the standards as set forth in this policy, the following successive steps to address the noncompliance will occur, keeping in mind age-appropriate application and understanding of the school's pedagogical approach.

1. The first time a student's electronic device is on or in use while on campus, they must turn it in to the office where it will be held in a secure location until the parent/guardian can pick it up in person. At that time, the parent will be reminded of the policy.
2. The second time a student's electronic device is on or in use while on campus, the student must turn the device in to the main office every morning before school and pick it up every day after school for 2 weeks.

School Performances

If possible, please avoid videotaping, photographing, or filming any of the children's performances. We wish the children's experience in performance to live in their memory and in their own deep inner processes. The video image replaces these memories with pictures seen from the outside. **Filming can also create a premature self-consciousness that compromises the children's innocence.** Future performances become less free and focused. Photographing during a play disturbs the audience and can disturb the players. While we understand that photos can be a valuable record, please arrange for a photo before or after the performance or during a rehearsal.

Discipline

School should be a safe place to learn. Because we value the use of a multi-tiered system of support (MTSS) we understand the importance of positive behavioral discipline and inclusive behavior instruction. In a Waldorf classroom it is the responsibility of each teacher to conduct classes in a way that maintains a learning environment while at the same time remaining flexible and allowing for different temperaments to coexist. We have incorporated these aspects of teaching into our professional development because at Sycamore Creek we believe in the unique value of each child, parent/guardian, and teacher -- both as individuals and as a member of the school community. We will offer a climate of warm caring and mutual respect. SCCCS's strengths are based on the belief that academic growth, a well-developed sense of self-worth, and an eagerness to accept challenges, are essential to the success of students.

In cases of misbehavior, the teacher will attempt to find a corresponding natural consequence, e.g., if an item is broken, the child may be asked to repair it or make another item; if several children are fighting, a challenging team project requiring cooperation might be given. When misbehavior occurs chronically, parents/guardians are asked to work with the teacher to help the child learn appropriate behaviors in the classroom. Persistently defiant behaviors could result in further consequences, up to and including suspension and/or expulsion.

Class Meetings

Throughout the year, teachers schedule class meetings with the parents/guardians of their class. The purpose of these meetings is to explore the meaning of the curriculum, particularly as it relates to the development of the child, provide a picture of what is happening in class, handle class business, and come together as the parent/guardian group that holds these children as they grow. We believe that parents/guardians need to understand their children's developmental needs and how the teacher, through the Public Waldorf curriculum, is attempting to meet those needs. **It is expected that at least one of a child's parents/guardians will attend all class meetings** as much as possible.

Homework

Homework has become such an integral part of education that in some schools it is assigned as early as kindergarten. Parents/guardians are understandably concerned about homework because they are interested in how their children will develop self-discipline and how they will be prepared to move on to different academic environments later in life. In a Waldorf curriculum, there are several principles we consider when deciding when homework begins and what it should consist of.

- We attempt to offer thinking activities in the morning when the child is freshest, hands-on activities in the early afternoon, and ideally the later afternoon/evening time would be

devoted to artistic pursuits. While it is difficult to reach this ideal, we attempt to follow this for as long as possible.

- Public Waldorf education has as one of its primary goals the strengthening of the will of the child. Our entire curriculum guides children toward responsibility and self-reliance. We do not depend upon homework alone to do this.
- Though individual teachers will choose what is right for their class, in general, we begin the process of homework with regular practice of a musical instrument in fourth grade. From the fifth grade on, teachers may choose to assign homework, but it is useful to think of the following timetable to understand what skills the teachers are seeking to develop in the children and to understand how parents may best support this process.

TK/K-2 – Nurturing Home Life: parents should provide regular chores, read aloud to the children, and do family artistic activities together in the later afternoon/evening.

Grades 3-5 – Children begin slowly to develop habits of bringing something home to work on, completing it, and returning it to school. This is often a project or something that was started in school and that they may need more time to finish than we had available in class. We ask that parents/guardians are involved at this stage by setting aside a regular time to help their children, providing them with an adequate workspace, and checking to make sure that the child has completed their work. Parents/guardians must closely follow their own children's development to understand their level of involvement in their child's work. This will vary according to personality and temperament.

Grades 6-8 – The Public Waldorf curriculum recognizes that sixth grade is a time when children are both able to take responsibility for their own work and are able to call up a complete picture of their schoolwork while away from school. Work at home now truly becomes "homework" as the children are asked to do deeper thinking and to develop their own individual perspective on the material they are offered. Homework now becomes something which occurs mainly between the teacher and the child, although parents must still be sure that their children have adequate time in their schedule to complete it and should be closely monitoring the work, assisting, supervising and guiding as needed.

The education of a child is a task that takes many hands and hearts in order to bear fruit. Parents and/or guardians at the School work in partnership with the teachers to provide support, love, and proper boundaries for children at home. Closely supervised, quiet time and space for any studying, reading, music practice, handwork time or other quiet reflective activity is essential. Reading with children on a daily basis, practicing math facts, assisting with library/internet research, and other such help are an important and necessary part of a parent/guardian's role at home. Children in 3rd-6th grade may need a parent sitting with them during any assigned special project work at home, and helping them to make spelling or math practice cards, keeping on task, etc.

Academic Integrity

A central tenet of Public Waldorf philosophy is to develop students capable of independent and creative thought in their approach to academics. We encourage collaboration between and among students. Particularly in Middle School, behaviors such as copying work from another student when the assignment was intended to be a student's original independent work, cheating on a test, plagiarizing a published source without properly citing the reference, or falsifying information (such as a parent/guardian's signature) are antithetical to maintaining academic integrity. Students who do not adhere to appropriate conduct in this area will experience consequences as the teacher or

administration see fit.

Educational Support and Remediation

At times during their education, many children struggle with parts of the curriculum or fall outside the usual range of child development patterns. The Public Waldorf curriculum is based on a specific model of child development and teachers look carefully at each child every single day to hold a vision of how they are proceeding on this path. **It is completely normal for every child to struggle at times and, in fact, we view this as a healthy way for them to learn and grow in a complex world**. At school, the teacher presents living concepts several times over a period of months and even years, to enable the children to slowly awaken to and understand in a deeper manner than might be possible with a more superficial approach. For example, we do not expect that children will completely grasp or even remember exactly how fractions work the first time they are presented in fourth grade. As fractions are revisited in fifth and sixth grade, the child gradually develops a deeper understanding. However, some children may need extra assistance to keep within the range of what we expect to see in the class. Like any school, ours has a program for helping students who need this extra help.

Our special education program is multi-layered, using evidence-based protocols for intervention such Universal Design For Learning (UDL) and Response to Intervention (RTI), and although every child will require extra help at some time, few will need formal special education services. Identifying a child who may need extra assistance is the first step. Because teachers carefully observe each child in their class every day and within the context of the group, the class teacher is often the one to notice a child who needs this help. A parent/guardian may also notice a child struggling unduly or not seeming to grasp concepts that have been covered over a period of time and **should speak to the class teacher as a way to gauge whether the concern is normal for the child's age.** Additionally, a regular school screening may turn up a matter of concern—for example, a vision test that may require a more thorough test. A referral from an outside agency, such as a previous school or other individuals having knowledge of special needs, may also be a source of information showing the School that special attention is necessary.

During most children's eight-to-ten-year journey at our school, parents/guardians and teachers will meet to discuss ways to further support the development of a child. For example, a phone call home or a meeting between teacher and parents/guardians may be called to explore possible approaches in the classroom or at home which might mitigate the situation. Simple solutions such as placing the child closer to the blackboard or providing a modified assignment may be all that is necessary. Occasionally children need extra focused help at home to gain mastery over a subject or exhibit control over behavior. If this approach does not seem to help or if the problem appears more serious, then the next step is to hold a Student Success Team (or Care Group meeting as we often call them in the Waldorf setting). This meeting is made up of the class teacher, the parents or guardians, and the Director of Student Services or the Executive Director. If problems persist, other tests and assessments may be necessary to research the situation further.

Depending on the results of teacher/parent/guardian meetings, Student Success Team meetings, and individual assessments, the student may qualify for special education support that the school would provide. The Team then works together with a more formalized approach through the Special Education process. In a few cases, a child may qualify for a 504 plan or an individualized education plan (IEP), each designed to provide a student with a diagnosed disability with a Free and Appropriate Public Education (FAPE) in the Least Restrictive (LRE) in the public school system. The school complies with all state and federal special education requirements and works to accomplish

this in a manner that respects the integrity of a Public Waldorf curriculum. Questions about special education should be directed to Precious Young, the Director of Special Education: precious.young@sycamorecreekcharter.org.

Of course, every child has unique learning needs. While Public Waldorf education is excellent for many children, it may not suit the needs of some. The curriculum is primarily a teacher-directed, orally presented, larger group type of instruction. Some children thrive in a smaller environment with more individualized instruction rather than the large socially complex environment at this school.

Parent/Guardian-Teacher Conferences

Parent/Guardian-teacher conferences and intervention conferences take place each year. To allow time for these conferences, a week in November will be early dismissal conference days. Please refer to the school calendar for more information. Written copies of progress reports will be e-mailed home after the conference week. Additionally, at the end of the, End of Year reports for each student will be e-mailed. We will not issue letter grade report cards.

Promotion/Retention

SCCCS considers retention carefully and in consultation with the full team of teachers, administrators, parents/guardians, and, when appropriate, the student. Multiple factors are considered, including but not limited to standardized test scores, internal assessments, teacher assessments, student work, social-emotional factors, student age, relationships with peers, behavior, indicators of child's developmental stage, and attendance. Every effort is made to support students progressing with their class, including giving instructional support during the school day and after school if possible, collaborating with families in a community of care, and school-based counseling, when appropriate. Decisions on retention are ultimately made in the best interest of the student as a whole human being- academically, social-emotionally, and developmentally.

Written Reports

Sycamore Creek Community Charter School issues extensive written year end reports and curriculum overview at the end of the school year for grades 1 - 8. These will provide you with a picture of your child's growth during the year, areas of strength, and areas of weakness. Questions about the year-end reports should be directed to the teacher who wrote them.

Early Childhood students receive two developmental assessments, one in the fall and one in the spring. In addition, each classroom teacher will write an end of the year narrative about each child from a social-emotional lens.

Transcripts and student records are kept on file at the school as long as the student is enrolled. When a student graduates or moves away, the parent must fill out and sign a Request for Records form at the new school. When our school receives that form, we send the child's complete academic file directly to the new school.

Leave valuables at home

The following items are not allowed on campus: **Pets (not including service animals as required by law), electronic devices, games, balls, toys, stuffed animals, money, jewelry (except when**

needed for emergencies or necessities or jewelry of religious significance) and any other items which will be missed if they are inadvertently lost.

Civility Policy

Sycamore Creek Community Charter School is committed to positive adult communication that models a civil society for our students. All SCCCS communications should be based on mutual respect and foster dialogue in a climate in which different perspectives are heard and valued. **While it is natural for concerns to arise within any community, we ask that such concerns be communicated in a productive and constructive manner.** In addressing concerns, an important starting point is the recognition that the best interest of the students is the first priority.

Sycamore Creek Community Charter School is committed to an atmosphere of respect and reverence. **One of the 12 senses described by Rudolf Steiner is the sense of ego. This is not a sense of self, but a cultivation of sensitivity to others.** All interactions, large and small, should build a healthy environment for student learning and serve as role models of appropriate, constructive and collegial adult behavior.

Email Policy

Email is a wonderful tool that can save us significant amounts of time throughout the day. However, keep in mind that that confidentiality cannot always be guaranteed when sending a voicemail or email. One rule of thumb to keep in mind is that you should not say or write anything in an e-mail that you would not want printed in the newspaper. **Please also strive to keep email communication to simple logistical matters**, rather than conversation. Tone and intent are difficult to hear in an email and as such, it is not a place to discuss lengthy matters but is perfect for scheduling appointments or confirming receipt of an item.

Campus Access & Parking

(Pick-up and Drop-off)

Pick up and Drop off occur through the valet service with the exception of the TK classes which are dropped off at the playground gate.

If students have not been picked up, and/or are found to be unattended after dismissal, they will be brought to the office to ensure their safety. Their parents/guardians will be contacted for immediate pick-up. **If a parent/guardian cannot be reached, the student's emergency contacts will be called. Children who are not picked-up by the time the school office closes will be referred to Child Protective Services or the local police department as necessary.**

*NOTE: ALL CHILDREN WHO ARE NOT MEMBERS OF THE STUDENT BODY (regardless of age) MUST BE DIRECTLY SUPERVISED BY AN ADULT WHENEVER THEY ARE ON SCHOOL CAMPUS.

Attendance and Absences

Attendance at school EACH AND EVERY DAY is essential to your child's academic and social well-being. In the Public Waldorf curriculum, much of the information is provided orally or is experiential and hence is impossible to make up outside of school. Also, because it is a social education, involving relationships and connections that are dynamic, being absent can cause children to experience gaps in their social life/learning as well. These are both important things to consider before making a choice that requires your child to be absent from school. The School strongly

discourages removing a child from class for any reason other than illness. In the rare event that a child must miss school for a reason other than illness, please notify the school office well in advance, as it may be possible to use the independent study option.

As well:

- Students with strong attendance tend to **perform better** in class in all aspects of their education from completing their handwork projects to academic performance and are **more likely to pursue higher education**.
- Students who attend school regularly are more **likely to build positive relationships** with peers and adults.
- It is important to **build a strong work ethic early**, as our students' future will require that they demonstrate good attendance and responsibility.
- Arriving at school in an unhurried and peaceful manner sets the tone for a successful learning day.
- **Arriving late is stressful for students in the class as well as the late student who may feel nervous or anxious about being late. It is disruptive for themselves, their classmates and their teachers.**

But, there is one other really important reason to make sure your child is in school:

When a child misses a day of school, the School cannot receive state funds for that child for that day. Parents who decide to have a "down day" and keep their children at home when they are not really sick cause the School to lose more than $100 per day, per child. Absences result in thousands of dollars in revenue loss to the SCCCS. Please send your child to school every single day unless they are truly ill or there is another appropriate basis for an excused absence as required by law.

Examples of excused absences are as follows:

(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometrically, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the

principal or a designated representative pursuant to uniform standards established by the governing board ard of the school district.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

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

(11) For the purpose of participating in a cultural ceremony or event.

(12) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Tardy Policy and Protocol

At Sycamore Creek Community Charter School, the rhythm of the day requires that all students are in attendance from **the very first minute of class**. Therefore, the School defines tardiness as arriving at the classroom door after the teacher has greeted the children and begun the school day. It is our hope that parents/guardians see that this means that being even one minute late is considered tardy. We open the gates 10 minutes early to our valet line at 8:10 am. We strongly encourage all families to arrive early and build in a grace time in their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge you to arrive well before the bell to allow plenty of time!

If your child is late after the valet line has been locked at 8:45 am, please park at the front office and bring your child inside. Teachers may require that late students wait in the office to be escorted at a less disruptive time.

Students Leaving Early from School

When picking up a student early, the parent or authorized adult must sign the student out in the main office. Parents/guardians may not enter the classroom without approval from the office.

Illness

When a child does not attend school on any school day, they are considered absent. The parent/guardian should leave a message on the school's phone line (714) 594-3660 before 8:00 AM or email the reason for the absence to attendance@sycamorecreekcharter.org or use the link on the home page of the website to communicate an absence. This will be communicated to their teacher so they will then know not to expect your child that day.

If your child is coughing, has a fever, feels sick, is sick to their stomach or has the flu, please keep the child home and in bed. Do not send your child to school if they have any of the following infectious diseases, and please notify the office if your child or anyone in your family has contracted:

- Chicken Pox
- Conjunctivitis/Pink Eye
- Diphtheria
- German Measles
- Head Lice*
- Hepatitis
- Impetigo
- Measles
- Mumps
- Poliomyelitis
- Pertussis/Whooping Cough
- Ring Worm
- Scarlet Fever
- COVID-19

*Please Note: Students may return to school following use of a recommended lice treatment. Be sure to notify your child's class teacher and the office. The office can supply you with information that outlines safe treatment and effective, non-toxic eradication procedures.

Medication

Please note that SCCCS does not have a school nurse. If your child must take medication on a regular basis, please try to arrange a schedule so that your child does not have to take it during school hours. If that is not possible, the parent/guardian must complete a **Request for Administration Medication During School Hours Application**. This form requires a written doctor's order and signature. Medication of any kind is not permitted on campus without this consent form. The only medications that may be self-administered (ONLY with proper approval from a doctor and parent) are asthma inhalers and epi-pens). With other medications (including insulin) school personnel will assist in administering.

Concerns about Your Child and Classroom

Please bear in mind that teachers make decisions taking into consideration both the individual child and what best serves the class as a whole. This may require compromise and flexibility on the part of individual students and families. If you have a concern about your child's experience in the classroom, it is especially important **that you first approach the teacher** for a meeting. Sometimes several discussions may be necessary to continue making progress on problem areas. If a parent/guardian feels that this route has not addressed their concerns, the matter should be brought to the Director of Early Childhood and Early Grades, Tracy Ryan t.ryan@sycamorecreekcharter.org, the Director of Special Education, Precious Young the Director of Special Education precious.young@sycamorecharter.org, or the Executive Director, Dr. Sarah Bach at sarahbach@sycamorecreekcharter.org. so they may assist in finding agreeable and amiable solutions that serve the best interest of the student and class as a whole.

Concerns about School Policy

Problems with school policies and procedures should be brought to the school office, either in person or in writing. You may also make an appointment with the Executive Director if you feel that would be helpful. If these steps fail to resolve the issue of concern, then parents/guardians may bring an item to the Board of Trustees through the Parent/Guardian Community Council, for resolution. The Executive Director or the Board Chair can be contacted for information on Board

procedure.

Formal Complaint Procedures

Concerns that fall under the purview of the Uniform Complaint Procedure process may be addressed via our UCP policy (please see Annual Notices section of this handbook).

Concerns that fall under the purview of our Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy may be addressed via that policy (please see the complete policy within this handbook).

Annual Parent/Guardian Evaluation of the School

At the end of each school year, a school performance evaluation is emailed to all school families. Parents/guardians are asked to candidly evaluate all aspects of their child's school experience. The evaluation asks for feedback on the child's classroom experience, the faculty, the administration, Parent/Guardian Community Council, volunteering opportunities, etc. General suggestions, concerns, or comments are also welcomed.

The evaluation is an opportunity for the parent/guardian body to offer positive or constructive criticism and to thoughtfully consider the progress their child has made on the stated educational goals of the School. It is also an opportunity for the School administration to receive such information and to make any appropriate changes.

Safety

The safety of the children is of the highest importance. Our School's emergency safety plan is reviewed annually at a minimum, and is located on our website www.sycamorecreekcharter.org.

Emergency Contact Information

It is of the utmost importance that our school has up-to-date emergency contact information for each child. If you move, get new phone numbers, or have a change in who can pick up your child, please update the information in your Parent Portal on School Pathways and also contact the office immediately. Please refer to the Safety plan for further detail.

Emergencies

Each year, prior to enrollment, parents must fill out a new emergency release form to be kept on file in the school office and in the classroom. In addition, a copy of this emergency release form will be given to drivers on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness or medical emergency or a disaster during school hours.

Not only do these forms authorize the School to release a child to listed persons in the event of an illness, medical emergency or disaster such as flooding or earthquake, they tell us whom to call if a parent/guardian has not arrived to pick up a child at the close of the school day. Remember to notify the office if any of this information changes throughout the school year. The School would not be able to locate you or your authorized persons in an emergency if you/they cannot be reached at the numbers indicated on the forms.

If parents/guardians or other authorized persons cannot be reached in a medical emergency, these forms give the School permission to have the child treated. This would include consent to x-ray examination, anesthetic, medical or surgical diagnosis or treatment, hospital care or dental care. Parents/guardians also agree to cover the costs of such treatment as well as any ambulance services that may be required.

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents/guardians are encouraged to notify the office immediately if they observe any unsafe conditions. In the unfortunate event of an accident at school, the School carries accident insurance to cover the cost of treatment which would not be covered by the student's own medical insurance. All injuries must be reported to the office promptly. If necessary, inquiries regarding the School insurance policy should be directed to the office.

Emergency forms also give permission to the School to take supervised walks with the class around the neighborhood.

If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

Emergency Procedures

SCCCS is committed to providing for the safety of the students and our community as a whole. A team of staff and parent/guardian volunteers work to ensure we have the appropriate supplies and training that will allow us to act when any emergency occurs. Regular drills and practice events help us to be ready to put these resources to use.

In case of an emergency, parents will be notified via Parentsquare. Remember to update any changes to your phone numbers, as we will also call home, cell, and work numbers.

All classes regularly practice fire, earthquake, and intruder drills in a manner that satisfies state compliance and minimizes any emotional anxiety for the children that these drills could bring. Our staff will cope with emergency situations such as flooding, fire, earthquake, intruder, or facility problems. Our school buildings are well constructed, and evacuation plans are in place. Your children will be well cared for until it is safe for you to pick them up.

In the event of a major earthquake, you should stay at home or work until it is safe to pick up your child. Traveling may be dangerous and power lines may be down. Listen to your local AM station for information on conditions. Remember to follow your own personal preparedness plan. When you do arrive to pick your child up, you will be asked to follow a specific sign-out before you will be given permission to leave the School grounds with your children. We will not release your child to any person unless they are listed as being authorized to pick up your child. Again, make sure your emergency form is updated with this information.

Parent/Guardian Participation

Without parent/guardian participation, Sycamore Creek Community Charter School would not exist. Parents/guardians are involved in every aspect of the school, helping to ensure that their children's education is as rich as possible. They serve as members of the Board of Trustees, chairs and participants of the Parent Community Council, and volunteers in community-building festivals and fundraisers. Community meetings are held according to the calendar, and parents are welcome and encouraged to attend:

1. Board meetings.
2. Other Meetings: Parent Community Council and committee meetings that may be created through the year.

All families are encouraged to be active participants in their child's education and the life of the school. Parents/guardians are encouraged to:

1. Attend annual parent/guardian-teacher conferences.
2. Attend class plays, school festivals, and parent evenings and All Community Group meetings.
3. Volunteer in school activities.

Opportunities to volunteer are plentiful. Parents/guardians may participate in campus cleanups or building projects, help in the office or classroom, cut drawing paper, and/or maintain the campus gardens and landscaping. These are just a few examples of the myriad of ways to volunteer. Please speak with your class teacher or the front office staff for more information. Your class teacher may have specific recommendations for parent/guardian participation in addition to those listed above. Please note that parents/guardians who wish to visit a classroom or participate in classroom activities should make prior arrangements with their child's teacher and check in when they arrive with the class teacher. In order to volunteer there are several requirements including the following:

1. TB clearance
2. DOJ and FBI clearance
3. Complete a volunteer packet
4. Mandated Reporter completion
5. Additional requirement notated below for driving on field trips

The mandated reporter training is a new law that has gone into effect in 2026. While it is legally required for individuals if they:
• Are 18 years of age or older, and
• Interact with students outside the immediate supervision and control of a school employee or the student's parent or guardian
Our school like many others are taking a more conservative approach, by requiring all volunteers to take the mandated reporter training- one because in the event that the volunteer finds themselves alone, even for a few moments with students they would technically fall into eligibility for the trainin, and two because it makes it easier than maintaining 2 lists of volunteers (one approved to be alone with students and one that cannot be alone with students). Fortunately, our wonderful Chartersafe Insurance partners have created a free training for our volunteers.

Field Trips

Field trips at Sycamore Creek Community Charter School are funded primarily by the proceeds from donations and class fundraising. Parents/guardians may be asked to provide donations to supplement field trip funding. No child may be denied the opportunity to participate due to the family's inability to pay for a field trip or provide a donation. Donations are strictly voluntary. Additionally, SCCCS relies upon parent drivers for most field trips. In order to participate as a parent driver, volunteers must provide: (1) a photocopy of the parent's current driver license and vehicle registration, (2) proof of liability insurance for their vehicle with a minimum of $100k/$300k coverage, (3) a written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion, (4) a criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ

report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business., and (5) A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions These documents must be submitted to the teacher or designated parent representative at least three days before each field trip. A negative TB Test is also required.

Parent/guardians wishing to volunteer to chaperone on an overnight field trip must have approval from the teacher or administrators in order to participate. Parent/guardians volunteering in this capacity, under the direction of the teacher, are asked to accept a number of serious responsibilities regarding student safety. All parent/guardian chaperones will be required to show a negative TB test and complete a criminal background check and fingerprinting which shows no criminal history exists to preclude the parent/guardian from participating on the trip. Sycamore Creek Community Charter School further requires parent/guardians to agree to a code of conduct while participating on overnight field trips. Please read the information below outlining the code of conduct for parent/guardian chaperones.

Carpool and Field Trip Safety Basics

Here are some helpful tips and guidelines for transporting a group of children:

1. Make sure your car is in good repair and your gas tank is full.
2. Pick up and drop off children only at the curb next to homes or school so that they are not required cross a street to get where they are going.
3. All California driving laws must be followed including child restraint laws. Please ensure that each child is buckled up in individual seat belts and that the doors are locked before starting the motor.
4. If possible, lock power window and door controls from the driver's seat.
5. Set rules and maintain strict discipline in the car. Do not allow excessive chatter or behavior to become a distraction to your driving.
6. Pull over if any child in the group gets out of control. If a child consistently presents a problem, exclude them from the car-pool until they can promise appropriate conduct.
7. Do not play music or use the cell phone while you drive. It will allow you to monitor the children better and allow you to concentrate on your driving.
8. Remove hard or heavy objects from the interior of the car during the trip. Loose objects can pose a danger during a crash.
9. Have emergency contact and health information for each child who rides in your car.
10. Make sure your car is equipped with a well-equipped first aid kit; the office has kits you may borrow if you feel yours is inadequate.
11. Be sure your insurance coverage is adequate, up to date, and filed with the school office if driving for a school function.
12. No movies may be shown in vehicles.
13. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
14. Maps and directions from the teacher should be reviewed prior to leaving.

15. No purchases for students should be made on the field trip including food or treats for students in the car.

16. Call the Charter School office immediately if there is a problem.

Chaperone Agreement

Thank you for volunteering to chaperone students of SCCCS. It is because of chaperone participation that we can offer these profound experiences to our students. Chaperones are expected to be examples of good behavior for our students. It is imperative that you support school behavior expectations as well as the additional items mentioned below. You must remember that from the time of departure until the students are dismissed to their parents, you are responsible for modeling appropriate behavior and ensuring student safety.

While chaperoning I agree to:

1. Refrain at all times from the consumption of alcoholic beverages and/or drugs unless said drugs are prescribed by a physician and dispensed by school personnel or self-medication and/or possession is properly authorized;
2. For overnight trips, sleep in my assigned room/tent;
3. Not be alone with a student- I will make sure either other students, chaperones, or staff are present;
4. Maintain contact with students assigned to me at all times, constantly aware of their whereabouts;
5. Support Sycamore Creek Community School teachers' instructions to students
6. Attend all mandatory activities and meal functions;
7. Adhere to any established dress code;
8. Comply with any and all instructions directed to me and/or the group by staff;
9. Remember that this experience is for the students, and I am here to help make it possible for the students to have this experience;
10. Be always aware of student safety, notifying staff of any unsafe or hazardous conditions.

If a problem arises that is serious enough in nature to warrant my removal as chaperone of the travel group, I agree to bear any additional costs to return home. NOTE: The accompanying professional staff member(s), after provided the opportunity to respond to any allegations, will make this removal decision. The chaperone may also be subjected to discipline upon return home in accordance with local, State, and Federal law.

Other Volunteer Opportunities

As mentioned, volunteer opportunities abound at the SCCCS. The School relies on the dedicated hours of service from parent/guardian volunteers, which support virtually every aspect of the School and its facilities. Each teacher works with at least one volunteer "class parent/guardian" who gives ongoing support towards the smooth functioning of the classroom. Class Parent/guardians coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parent/guardians of important news and class meetings, arrange the cleaning of the classroom, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, etc.

Each child is responsible for cleaning their classroom. In the younger grades, parents help with this task. As the students get older, they take on more of this responsibility. Parent/guardians volunteer

in their child's classroom as requested by the teacher, assisting with school projects, making repairs, doing building projects, maintaining the grounds, etc. At times the administrative staff will also request parent help, posting current needs in the office and/or classrooms.

Non-Discrimination Statement

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

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

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

SCCCS does not request nor require student records prior to a student's enrollment.

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

SCCCS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). SCCCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. SCCCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which SCCCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. SCCCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to SCCCS Uniform Complaint Procedures ("UCP") Compliance Officer:

Dr. Sarah Bach
Founder, and Executive Director
sarahbach@sycamorecreekcharter.org

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

Child Abuse Reporting Policy

Sycamore Creek Community Charter School employees are required by law to report any suspected child abuse to the Department of Children and Family Services (1-800-540-4000) for investigation. These reports are confidential, and staff cannot provide any specific information regarding reports to parents/guardians. Complaints filed by parents/guardians will be referred to local law enforcement for investigation.

Campus Search and Seizure

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

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

Student desks and cubbies are school property and remain at all times under the control of the School. Student desks may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of desks and cubbies on school campus by any student shall constitute consent by the student to the search of such items by authorized school personnel and/or law enforcement. Inspections of desks and/or cubbies may be conducted by school personnel and/or law enforcement through the use of trained dogs as described above.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.
The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Annual Notification of Rights under FERPA
Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18

years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

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

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

Note that Charter School will not release information to third parties for immigration-enforcement

purposes, except as required by law or court order.

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

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

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting

functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

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

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date of Birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

Please notify the Executive Director at: sarahbach@sycamorecreekcharter.org
A copy of the complete Policy is available upon request at the main office.

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, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sycamore Creek Community Charter School ("SCCCS" or the "Charter School") 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 mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School 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. SCCCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom SCCCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. SCCCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not

deliberately indifferent and will take appropriate corrective action, if warranted. SCCCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Dr. Sarah Bach

Executive Director

Address: 17131 Emerald Lane, Huntington Beach, CA 92647, Phone: 714-594-3660, Email: sarahbach@sycamorecreekcharter.org

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 work or 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 characteristics listed above.

Prohibited Unlawful Harassment under Title IX

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

SCCCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is

used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through 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 themselves 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.
  - 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 or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations 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 or group of students that may constitute 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 a reasonable student [1] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by SCCCS.

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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

[1] "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in SCCCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that SCCCS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. **Cyberbullying Prevention Procedures**

SCCCS advises students:

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

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

2. **Education**

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

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

SCCCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

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

3. Professional Development

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

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

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

Charter School also informs certificated employees about the groups of students determined by SCCCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

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

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

<u>Grievance Procedures</u>

1. Scope of Grievance Procedures

SCCCS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed; if the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the School will assist the complainant in the filing of the complaint.
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the SCCCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, SCCCS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Dr. Sarah Bach

Executive Director

Address: 4323 Cerritos Avenue, Cypress, CA 90630, Phone: 714-594-3660, Email: sarahbach@sycamorecreekcharter.org

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. SCCCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may

be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

SCCCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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 staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training nd/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to SCCCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or SCCCS's educational

environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. SCCCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of SCCCS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of SCCCS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
        - A statement that SCCCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - SCCCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with SCCCS's policies.

- SCCCS may remove a respondent from SCCCS's education program or activity on an emergency basis, in accordance with SCCCS's policies, provided that SCCCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution
  - If a formal complaint of sexual harassment is filed, SCCCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If SCCCS offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - SCCCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. SCCCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

    - Prior to completion of the investigative report, SCCCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
    - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
    - If the investigation reveals that the alleged harassment did not occur in SCCCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable SCCCS policy.
    - SCCCS may dismiss a formal complaint of sexual harassment if:
        - The complainant provides a written withdrawal of the complaint to the Coordinator;
        - The respondent is no longer employed or enrolled at SCCCS; or
        - The specific circumstances prevent SCCCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, SCCCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
    - SCCCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
        - The allegations in the formal complaint of sexual harassment;
        - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
        - The findings of facts supporting the determination;
        - The conclusions about the application of SCCCS's code of conduct to the facts;
        - The decision and rationale for each allegation;
        - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
        - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from SCCCS or termination of employment. The

Coordinator is responsible for effective implementation of any remedies ordered by SCCCS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find SCCCS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of SCCCS's decision or resolution, submit a written appeal to the President of the SCCCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and SCCCS will implement appeal procedures equally for both parties.
- SCCCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

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

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

I hereby authorize SCCCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SUICIDE PREVENTION POLICY FOR ALL PUPILS

The Board of Trustees of Sycamore Creek Community Charter School ("SCCCS" or "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. We also know that protecting the health and well-being of students is an integral component of positive educational outcomes. (Poland & Espinoza, 2017). We believe that we have an ethical responsibility to act proactively to prevent youth suicide and foster positive self-esteem. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Trustees has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with SCCCS and community stakeholders, school-employed mental health professionals (e.g. school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating SCCCS's strategies for suicide prevention and intervention. SCCCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, SCCCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for SCCCS. The suicide prevention point of contact for SCCCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. . This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

SCCCS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training

Aside from online approved courses such as those offered by SafeSchools, all suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

Suicide risk factors, warning signs, and protective factors;

How to talk with a student about thoughts of suicide;

How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

Youth bereaved by suicide;

Youth with a history of suicide ideation or attempts;

Youth with disabilities, mental illness, or substance abuse disorders;

Lesbian, gay, bisexual, transgender, or questioning youth
Youth experiencing homelessness or in out-of-home settings, such as foster care

Youth who have suffered traumatic experiences;

Native American youth

Youth with disabilities

Youth with mental illness

Youth with substance disorders

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

The impact of traumatic stress on emotional and mental health;

Common misconceptions about suicide;

School and community suicide prevention resources;

Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

The factors associated with suicide (risk factors, protective factors);

How to identify youth who may be at risk of suicide;

Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on SCCCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on SCCCS guidelines;

SCCCS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

SCCCS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
Responding after a suicide occurs (suicide postvention);

Resources regarding youth suicide prevention;

Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member;

Employee Qualifications and Scope of Services
Employees of SCCCS must act only within the authorization and scope of their credential or license.

While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education
Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be easily accessible and prominently displayed on the SCCCS Web page and included in the parent/guardian handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

Suicide risk factors, warning signs, and protective factors;

How to talk with a student about thoughts of suicide;

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment;

How to identify and access mental health or substance use resources for the student who is suicidal. Learn the National Suicide Prevention Lifeline number (1-800-273-8255).

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, SCCCS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with SCCCS and is characterized by caring staff and harmonious interrelationships among students.

SCCCS' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

SCCCS' instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

The content of the education may include:

Coping strategies for dealing with stress and trauma;

How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Receive developmentally appropriate guidance regarding SCCCS' suicide prevention, intervention,

and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health blocks, orientation classes, science/anatomy blocks, and physical education i.e. "Games").

As developmentally appropriate, SCCCS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, and National Alliance on Mental Illness on Campus School Clubs).

Intervention and Emergency Procedures

SCCCS designates the following administrators to act as the primary and secondary suicide prevention liaisons: Executive Director and Principal.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at SCCCS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

Ensure the student's physical safety by one or more of the following, as appropriate;

Securing immediate medical treatment if a suicide attempt has occurred;

Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;

Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;

Moving all other students out of the immediate area;

Not sending the student away or leaving him/her alone, even to go to the restroom;

Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;

Promising privacy and help, but not promising confidentiality;

Document the incident in writing as soon as feasible;

Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed; and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

After a referral is made, SCCCS shall:

Verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, SCCCS may contact Child Protective Services.

Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at SCCCS.

Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the SCCCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in SCCCS' safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. SCCCS staff may receive assistance from SCCCS psychologist or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the SCCCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

Contact the parent/guardian and offer support to the family.

Discuss with the family how they would like SCCCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

The suicide prevention liaisons shall handle any media requests.

Provide care and determine appropriate support to affected students.

Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in SCCCS activities to notify a teacher, the Executive Director, another SCCCS administrator, psychologist, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. SCCCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student. The National Suicide Prevention Lifeline (1-800-273-8255) is 24/7.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. SCCCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

Confirm death and cause;
Identify a staff member to contact deceased's family (within 24 hours);
Enact the Suicide Postvention Response;
Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:
Notification (if not already conducted) to staff about suicide death;
Emotional support and resources available to staff;
Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to needs of students regarding the following:
Review of protocols for referring students for support/assessment;
Talking points for staff to notify students;
Resources available to students (on and off campus).

Identify students significantly affected by suicide death and other students at risk of imitative behavior;

Identify students affected by suicide death but not at risk of imitative behavior;
Communicate with the larger school community about the suicide death;
Consider funeral arrangements for family and school community;
Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
Identify media spokesperson if needed.
Include long-term suicide postvention responses:
Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
Support siblings, close friends, teachers, and/or students of deceased

Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Further Resources

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page
at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

Local and national crisis hot line number 1-800-Suicide or 1- 800-273-8255.
Crisis text line www.crisistextline.org.

American Association of Suicidology www.suicidology.org .

The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.
For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site
at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/
For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0
For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media
Cal-SCHLS Web site at http://cal-schls.wested.org/
Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page
at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/
Free YMHFA Training is available on the CDE Mental Health Web page
at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp
Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save

thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page

at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp
Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning
at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page
at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

SCHOOL AND FAMILY PARTNERSHIP AGREEMENT

The Sycamore Creek Community Charter School is founded upon the belief that the education of the child, if it is to be successful, must involve the parents/guardians and the school working together. In an effort to support this partnership, the partners agree to the following:

The School will:

1. Provide a safe, positive, nurturing learning environment and program with an excellent team of educators committed to teaching Waldorf education.
2. Maintain the dignity of each individual, including children, parents/guardians, teachers, and staff.
3. Keep parents/guardians informed of their children's learning progress.
4. Provide continuing parent/guardian development opportunities.
5. Solicit needed and appropriate parent/guardian involvement in school and classroom activities.
6. Follow the school's guidelines for open, direct, and effective communication.
7. Work together with each other, parents/guardians and students to solve concerns.
8. Strive for excellence and continued improvement through professional development and mentoring programs.
9. Hold ourselves accountable to the highest ethical, professional, and teaching standards.

The Family will:

1. Ensure their child regularly attends the full day, only missing due to emergency or illness.
2. Drop off and pick up on time—**repeated tardiness disrupts school activities.**
3. Provide the school with all medical and health records as well as any student records legally required.
4. Ensure the child will abide by the school rules of behavior and dress, and assume primary responsibility for the values, attitudes, and behavior of their child.
5. Attend regularly scheduled parent/guardian meetings and conferences throughout the year and read/respond to school correspondences in a timely manner.
6. Attend regularly scheduled parent/guardian meetings and conferences throughout the year and read/respond to school correspondences in a timely manner.
7. Work together with teachers, administration, and other parents/guardians to solve concerns.

The Family is strongly encouraged to:

1. Read, understand, and follow the policies and procedures of the school as described in the Family Handbook, contacting the director if there are any questions regarding those policies.
2. Make every effort to understand and cooperate with the school's recommendation that young children through age 8 should experience limited viewing of television, movies, videos, computer games or other media whenever possible, and work diligently to avoid overexposure.
3. Provide a healthy, rhythmic home life with early bedtimes, nutritional foods, and a quiet and safe environment to the best of their ability.

Annual Notices:

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at:
https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster and Mobile Youth

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

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Child of a military family" refers to a student who resides in the household of an active duty military member.
3. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
4. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

Foster and Mobile Youth Liaison: The school designates the following staff person as the Liaison for Foster and Mobile Youth:

Dr. Sarah Bach
Executive Director
4323 Cerritos Avenue, Cypress, CA 90630, sarahbach@sycamorecreekcharter.org, 714-594-3660

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

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

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately

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

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

> For students in TK/Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

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

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

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits to, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

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

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

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

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

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

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

Education of Homeless Children and Youth

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

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

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison. Pursuant to AB 27, as of 2021-2022, all schools must administer a Housing Questionnaire to all families to identify homeless children and youth. This questionnaire must include this annual notice. Please contact our office for additional assistance regarding the Housing Questionnaire.

School Liaison: The following staff person is designated as the School Liaison for homeless

students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Dr. Sarah Bach
Executive Director
4323 Cerritos Avenue, Cypress, CA 90630, sarahbach@sycamorecreekcharter.org, 714-594-3660

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the

Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

English Learners

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

Nutritionally Adequate Free or Reduced-Price Meals

The Charter School will provide each student regardless of whether they meet the federal eligibility criteria for free and reduced-price meals with at least two free or reduced-price, nutritionally adequate meals per school day.

The Charter School also maintains a School Wellness Policy, which can be found on the school website, pursuant to state and federal requirements.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students

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

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

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

Immunizations

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

These required immunizations include:

Child's Grade	List of shots required to attend school

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

Involuntary Removal Process

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

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to

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

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

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

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

Lost or Damaged School Property

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

Mental Health Services

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

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 714-594-3660. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Precious Young at 714-594-3660 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication

during school hours and you would like assistance from School staff in providing this medication to your child, please contact the front office.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Oral Health Assessment

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

Parent and Family Engagement Policy

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

Pregnant and Parenting Students

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

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

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed

under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Dr. Sarah Bach
Executive Director
Address: 4323 Cerritos Avenue, Cypress, CA 90630: 714-594-3660, Email: sarahbach@sycamorecreekcharter.org

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

School Safety Plan

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

Section 504

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

Sexual Health Education

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

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

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be

administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Special Education /Students with Disabilities

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

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

State Testing

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

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

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

Surveys About Personal Beliefs

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

Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at sarahbach@sycamorecreekcharter.org to obtain this information.

Uniform Complaint Procedure ("UCP")

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

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

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of

Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs;
- School Safety Plans; and/or
- State Preschool Programs.

Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

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

Dr. Sarah Bach
Executive Director
Address: 17131 Emerald Lane, Huntington Beach, CA 92647, Phone: 714-594-3660, Email: sarahbach@sycamorecreekcharter.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an

allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

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

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the

complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

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

Use of Student Information Learned from Social Media

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

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at SCCCS. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and
procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* SCCCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.
When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage **or intoxicant.**

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

(1) Except as provided in Education Code Section 48910, a pupil enrolled in Transitional or traditional kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) 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.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person
hreatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases. Or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by

means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site 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 subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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 subparagraph (1) 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.
    iii. An act of cyber sexual bullying.
        (a) For purposes of this clause, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "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

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 110S3-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) 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.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include

athletic events or school- sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or

property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site 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 subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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 subparagraph (1) 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.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual
recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "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.545

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not

constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (Bl the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge *of* more than four ounces, {iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

A. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1.) Conference:

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

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

At the conference, the pupil 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, in accordance with Education Code Section 47605(b)(S)(J)(i). This conference shall be held within two (2) school days, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil'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 Charter School officials wish to ask the parent/ guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3.) Suspension Time Limits/Recommendation for Expulsion

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

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

B. Authority to Expel

As required by Education Code Section 47605(b)(S)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Trustees following a hearing before it or by the Charter School Board of Trustees upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Trustees. Each entity shall be presided over by a designated neutral hearing chairperson. The

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Trustees shall make the final determination.

C. Expulsion Procedures

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of 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.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil 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.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

E. 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.

F. Presentation of Evidence

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

If, due to a written request by the expelled pupil, 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 Board of Trustees, which will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.
If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

G. Written Notice to Expel

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

H. Disciplinary Records

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

I. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the SCCCS as SCCCS'S Board of Trustees' decision to expel shall be final.

J. Expelled Pupils/Alternative Education

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

K. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees 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 pupil may reapply to the Charter School for readmission.

L. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board a/Trustees following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during

closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

0. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. **School of the Authorizer: Notification of OCDE**
   So long as SCCCS remains a school authorized by OCDE then SCCCS shall immediately notify OCDE and coordinate the procedures in this policy with OCDE of the discipline of any student with a disability or student that SCCCS or OVSD would be deemed to have knowledge that the student had a disability.

2. **LEA for Special Education: Notification of SELPA**
   If SCCCS is its own LEA pursuant to 47641(a), then SCCCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that SCCCS or the SELPA would be deemed to have knowledge that the student had a disability.

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

3. **Procedural Safeguards/Manifestation Determination**
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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

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

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

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment

prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. **Due Process Appeals**

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

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

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

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

5. **Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. **Interim Alternative Educational Setting**

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal or to other Charter School supervisory personnel.

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

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

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

The Parent/Guardian Signor agrees that they have read through the entire Family handbook and will to their best of their ability adhere to the policies, procedure, guidelines, and guidance within it.

Parent/Guardian Name_____

Signature_____

Date_____