



**Mandatory Annual Notice Guide to Families**

**TABLE OF CONTENTS**

\*click on any subject title to navigate directly to the content\*

<b>Part I: Annual Notices</b>	
Animal Dissections	Page 4
Availability of Prospectus	Page 4
Cal Grant Program	Page 4
Concussion and Head Injuries	Page 4
Diabetes	Page 4
Digital Citizenship Agreement for Computer Network and Internet Use	Page 5
Earned Income Tax Credit Information Act Communication	Page 9
Education of Foster and Mobile Youth	Page 9
Education of Homeless Children and Youth	Page 14
English Learners	Page 18
Firearm Access Prevention	Page 18
Free Application for Federal Student Aid (FAFSA)	Page 19
Human Trafficking Prevention	Page 19
Immunizations	Page 20
Involuntary Removal Process	Page 22
Lost or Damaged School Property	Page 23
Mental Health Services	Page 23

Nondiscrimination Statement	Page 25
Nutritionally Adequate Free or Reduced Price Meals	Page 26
Opioid Information Sheet	Page 26
Oral Health Assessment	Page 27
Parent and Family Engagement	Page 27
Pregnant and Parenting Students	Page 27
Right to Ask for Teacher Qualifications	Page 28
School Safety Plan	Page 29
Section 504 Notice	Page 29
Sexual Health Education	Page 29
Special Education	Page 30
State Testing: California Assessment of Student Performance and Progress (“CAASPP”)	Page 30
School Accountability Report Card (SARC)	Page 30
Student Records, including Records Challenges and Student/Directory Information	Page 31
Sudden Cardiac Arrest Prevention and Automated External Defibrillators	Page 34
Surveys About Personal Beliefs	Page 34
Theft Disclaimer	Page 34
Tobacco-Free Schools	Page 35
Uniform Complaint Procedures	Page 35
Williams Complaint Annual Notice	Page 41
<b>Part II: Complete Policies</b>	
School Wellness Policy	Page 44
Staff and Student Interaction Policy	Page 46

# **Part I: Annual Notices**

### **Animal Dissections**

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

### **Availability of Prospectus**

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

### **Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent, if the student is under 18) has [opted-out](#) by or before September 30<sup>th</sup> of the student's year of graduation. Opt-out form must be submitted to [guidance@springscs.org](mailto:guidance@springscs.org) by October 1st.

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

### **Diabetes**

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

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

A copy of the information sheet regarding type 1 diabetes is available at: Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School provides information regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. Information is provided directly to families as well as available on the Health Services [webpage](#). The information includes, but is not 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.

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

### **Digital Citizenship Agreement for Computer Network and Internet Use**

The Charter School believes that providing access to technology enhances the educational experience for students. Springs will use technology as a part of our regular curriculum. Furthermore, our school will use this technology to ensure that every grade level at Springs implements an approved curriculum to teach Digital Citizenship and Internet Safety. To ensure students can access these resources, every student will be issued a unique username and password. This username and password will be shared with families, so that families may learn alongside students from home throughout the year. However, student use of school computers, Google Accounts (including Google Apps for Education and others), instant messaging systems, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

#### **Security**

Students shall not impair the security of Springs technology resources. Students are expected to:

1. Safeguard all personal passwords. Students should not share passwords with others.

2. Notify a teacher or an administrator immediately if they believe their student account has been compromised.
3. Access technology only with their **Springs-issued** account and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

### **Authorized Use**

Students may use Springs technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the classroom), and for other educational purposes. The only allowable uses are for classroom activities, research in academic subjects, career or professional development activities, Springs-approved personal research activities, or other purposes as defined by Springs.

### **Protection Measures**

While Springs is able to exercise reasonable control over content created and purchased by the Springs, it has limited control over content accessed via the internet and no filtering system is 100% effective. Springs and its staff, officers or directors shall not be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Springs or any Springs staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless Springs and Springs personnel for any damages or costs incurred as a result of the student's violations of copyright restrictions, or user mistakes or negligence.

### **Inappropriate Use**

Springs technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Springs technology primarily for educational purposes. Students shall **not** use Springs technology or equipment for personal activities or for activities that violate school policy or local law. These include, but are not limited to:

1. Playing non-educational games
2. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights
3. Installing software on Springs equipment without the permission of a teacher or other authorized Springs staff person
4. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material
5. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law
6. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process
7. Participating in political activities in violation of the law
8. Conducting for-profit business
9. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Springs's network
10. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits

11. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

### **No Expectation of Privacy**

Students acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Springs and provided to students for educational purposes. The Springs may monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Springs reserves the right to access email accounts, search histories, stored computer records and communications, files, and other data stored on Springs equipment or sent over Springs networks. Such communications, files, and data are not private; during inspection of Springs equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

### **Disruptive Activity**

Students should not intentionally interfere with the performance of the Springs network or intentionally damage any Springs technology resources.

### **Unauthorized Networks**

Students may not create unauthorized wireless networks to access the Springs network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

### **Google Apps for Education**

Springs utilizes Google Apps for Education, Google Meet, and Zoom for students, teachers, and staff. This technology allows Springs to create an integrated online forum, in which students, parents, and teachers can communicate and collaborate on school-related projects in a single space. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

The following services are available to each student and hosted by Google as part of the Springs's online presence in Google Apps for Education:

- Google Docs - Word Processing
- Google Sheets - Spreadsheet
- Google Slides - Presentations
- Google Drive - Document and file Storage
- Google Calendar - An individual calendar providing the ability to organize and share schedules, daily activities, and assignments.
- Google Sites - an individual and collaborative website creation tool.
- Google Mail (for grades 2-12) - an individual internal email account for school use managed, monitored, and filtered by Springs.
- Google Meet - Online meeting platform to collaborate with teachers and peers

Using these tools, students collaboratively create, edit, and share files and websites for school related projects and communicate via email with other students and teachers. No emails to or from outside accounts can be accessed by students through their email accounts. Springs will

assign students a username, email account, and password, and Springs always has access to student's email accounts, consistent with school policy. Parents are encouraged to change their students password when the account is first assigned to the student, and from time to time thereafter, in order to keep the students account secure.

These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others. The Google Apps for Education Account is intended to temporarily store classwork, assignments, and projects, and it will not be used to store educational records. Accordingly, at the end of the school year, the emails, projects, and information stored in a student's Google Apps for Education Account will be deleted, consistent with school policy.

Google Apps for Education use at Springs is governed by the Children's Online Privacy Protection Act (COPPA). COPPA applies to commercial companies and limits their ability to collect personal information from children under

### **COPPA**

COPPA defines "personal information" as the name, home address, online contact information, a screen or user name, telephone number, social security number, a photograph, video or audio file that contains the child's voice, a persistent identifier that can be used to recognize the user over time and across different websites, and geolocation information. No personal student information is collected by Google or Springs for commercial purposes as part of the Google Apps for Education usage at Springs. By default, advertising is turned off for Springs's presence in Google Apps for Education. Google may access students' Google Apps for Education accounts to provide software and program updates, but Google does not have access to any student demographic, grade, or other personally identifiable information stored in Springs's PowerSchool Student Information System. This permission form allows the school to act as an agent for parents in the collection of information within the school context by persons on behalf of Google. The school's collection and use of student information is solely for education purposes, and will not be used for any commercial or advertising purposes by Google, in compliance with the law. Student information that is "collected" by Google is described as projects, documents, email, files, username and password. For more information, please visit: [http://www.business.ftc.gov/documents/0493-Complying-with-COPPA-Frequently Asked Questions](http://www.business.ftc.gov/documents/0493-Complying-with-COPPA-Frequently%20Asked%20Questions)

### **Monitoring**

Springs partners with GoGuardian to help School Staff and Administration monitor the use of information technology resources and to help ensure that users are secure and conform to this policy. Student accounts are monitored 24 hours a day 7 days a week, even when students are not present on a Springs campus or Network. Monitoring also takes place when a student is logged in to their Springs account while using a personal device not issued or owned by Springs. Administrators reserve the right to examine, use and disclose any data found on the School's equipment and networks in order to further the health, safety, discipline or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of a crime to law enforcement. Students who violate this Agreement will be subject to discipline, which may include loss of access to Springs technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.



### **Earned Income Tax Credit Information Act Communication**

The California Revenue and Taxation Code (RTC) Section 19853(b) requires local educational agencies (LEA) that operate the National School Lunch Program to annually notify households about the Earned Income Tax Credit (EITC) Information Act.

The EITC is a benefit for working people with low to moderate income. In order to qualify for the EITC, households must meet certain requirements and file a tax return, even if taxes are not owed or households are not required to file. The EITC reduces the amount of tax households owe and may allow for a refund.

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

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at [www.ftb.ca.gov](http://www.ftb.ca.gov).

### **Education of Foster and Mobile Youth**

#### **Definitions**

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

1. "Foster Youth" means any of the following:
  - a. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code section 309 (whether or not the child has been removed from the child's home by juvenile court).
  - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  - c. 3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - ii. The nonminor is in foster care under the placement and care

- responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
- iii. The nonminor is participating in a transitional independent living case plan.
  - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
  - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
  3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
  4. "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 his or her 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.
  5. "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/juvenile court 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."

#### **Education Foster and Mobile Youth Liaison**

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

Mary McDaniel  
(951) 225-7749  
mary.mcdaniel@springscs.org

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

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assist 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/juvenile court youth and their parent 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/juvenile court 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/juvenile court youth 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/juvenile court youth or child of a military family seeking re-enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster/juvenile court youth 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). The Charter School will immediately enroll foster/juvenile court youth and children of military families 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/juvenile court youth 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 or child of a military family, as follows:

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

### **Graduation Requirements**

Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be

used to determine whether the student is in his or her third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available

through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

### **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/juvenile court youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil'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/juvenile court 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/juvenile court 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. Students who are 16 years of age or older or have finished 10th grade may access their own school records .

### **Discipline Determinations**

If the Charter School intends to extend the suspension of any foster/ juvenile court 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/juvenile court 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 in the Parent / Student Handbook and upon request at the administration 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 At Risk Transient Students policy shall be provided at the time of enrollment. A copy of the complete Policy is available in the Parent / Student Handbook and upon request at the administration office.

### **Education of Homeless Children and Youth**

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

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

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

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

Mary McDaniel  
(951) 225-7749  
mary.mcdaniel@springscs.org

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing

questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.



The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**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 the charter 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.

### **Firearm Access Prevention**

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.<sup>[1]</sup>

**Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.<sup>[2]</sup>

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.<sup>[3]</sup>
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.<sup>[4]</sup>

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

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

<sup>[1]</sup> See California Penal Code sections 25100 through 25125 and 25200 through 25220.

<sup>[2]</sup> See California Penal Code section 25100(c).

<sup>[3]</sup> See California Civil Code Section 29805.

<sup>[4]</sup> See California Civil Code Section 1714.3.

### **Free Application for Federal Student Aid (FAFSA)**

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or, 2) the California Dream Act Application, as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

### **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the United States, and all students may be vulnerable. Springs Charter Schools 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, Springs the Charter School will provide age and developmentally appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Parents/Guardians have the right to excuse their children from all or part of instruction on the prevention of human trafficking.

Parents/guardians will be provided with advance notification of instruction in this area.

Instructional materials will be made available for parent review. An opt-out form will be provided for parents who wish to decline instruction on the prevention of human trafficking to their student(s). Your consent for this instruction is NOT required. If your teacher, principal, or other program administrative staff does 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 at the administration office.

### **Immunizations**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all school students against preventable diseases. Students entering a school or transferring between school campuses, shall present an immunization record which shows at least the month and year of each immunization in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

### **Enrollment**

The Charter shall not unconditionally admit any student to a school unless that student has presented documentation of full immunizations.

### **Immunizations for Grades TK-12**

Students entering the school in grades TK through 12 shall have all immunizations in adherence to California State Guidelines as specified in Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **Exemptions**

Exemption from immunization requirements is allowed when:

1. The student's parent/guardian provides a written statement by a licensed physician that the physical condition or medical circumstances of the student are such that immunization is unsafe. The document must indicate if the condition is permanent or temporary. Temporary exemptions shall not exceed twelve months from the date of the licensed physician's written statement AND each specific required immunization from which the pupil is exempt.
2. The student has an Individualized Education Program (IEP) and the parent has asked that immunizations be waived.
3. The student is going to be enrolled in our independent study programs with no classroom-based instruction (ie: Homeschool, Venture, and Keys).

If there is good cause to believe that the student has been exposed to one of the communicable diseases, the student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease.

### **Exclusions Due to Lack of Immunizations**

Any student without the required evidence of immunizations may be excluded from school until the immunization is obtained. Before a student is excluded from school on-site attendance because of lack of immunizations, the Charter shall notify the parent/guardian that s/he has 10 school days in which to supply evidence of proper immunizations or an appropriate letter of exemption. This notice shall refer the parent/guardian to the child's usual source of medical

care. If no usual source of medical care exists, the parent/guardian shall be referred to the county health department.

The Charter shall exclude from further on-site attendance any student who fails to obtain the required immunizations within 10 school days from the receipt of the parent/guardian notice specified above. The student shall remain excluded from on-site attendance until s/he has received another dose of each required vaccine due at that time.

### **Foster/Homeless Students**

For foster/homeless students a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If these records do not arrive within 30 school days, the student shall present written documentation by a physician, nurse, or clinic showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until immunization requirements are met.

### **Enrollment**

The Charter shall not unconditionally admit any student to a school unless that student has presented documentation of full immunizations.

### **Immunizations for Grades TK-12**

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### **Exemptions**

Exemption from immunization requirements is allowed when:

1. A CAIR - ME medical exemption is presented. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website ([CAIR-ME](#)) by physicians licensed in California. OR A medical exemption issued prior to January 2021, that has not expired and that was valid when initially enrolled in a previous school is presented. Must not have been revoked due to disciplinary action from the issuing physician's licensing entity. Entry into TK/K and 7th grade require a new CAIR-ME medical exemption.
2. The student has an Individualized Education Program (IEP) and the parent has asked that immunizations be waived.
3. The student is enrolled in our independent study programs with no classroom-based instruction (ie: Homeschool, Venture, and Keys).

If there is good cause to believe that the student has been exposed to one of the communicable diseases, the student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease.

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The Charter shall exclude from further on-site attendance any student who fails to obtain the required immunizations within 10 school days from the receipt of the parent/guardian notice specified above. The student shall remain excluded from on-site attendance until s/he has received another dose of each required vaccine due at that time.

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### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the 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 parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

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

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

### **Lost or Damaged School Property**

In accordance with Education Code 48904 the Charter School will hold the parent/guardian liable for damages to real or personal property belonging to the school.

Education Code Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor.

The parent or guardian of a minor is also liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make a demand. The liability of the parent or guardian shall not exceed \$16,765 (adjusted for inflation for fiscal year 2013-2014 per EC Section 48904[a][2]). The Charter School requires all families to return non-consumable materials once they have no more children enrolled.

If the material was damaged, destroyed or lost there must be written documentation by either the Education Specialist or Director stating why the damage, destruction or loss was willful. For the purposes of this policy, willful is defined as "done deliberately, especially with the intention of harming." Losing materials should be considered willful. Education Code Section 48904(b)(1) provides that a school whose real or personal property is willfully cut, defaced, or otherwise injured, or whose property is loaned and willfully not returned upon demand, after affording the pupil due process rights, may withhold the diploma of the pupil responsible until the pupil or parent pays for the damages or works them off.

### **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 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 Charter's Guidance office can also be reached at (951) 252-8833. 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 in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to contact your site/program and set up an MTSS meeting..
- 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 of your student’s academy or the school nurse directly by email at [school.nurse@springscs.org](mailto:school.nurse@springscs.org).

### **Available in the Community:**

#### **Riverside County**

- Riverside County Department of Mental Health Department: (951) 955-7270
- Riverside County Department of Mental Health Children's Services: (951) 358-4840
- Riverside County Department of Mental Health- Homeless Program: (951) 509-2499 or 24 hour hotline: (951) 955-8000
- Help Line: (951) 686-HELP or 24 hour hotline: 530-891-2810

#### **San Bernardino County**

- San Bernardino County Behavioral Health 24 hour mental health hotline: (888) 743-1478
- Suicide Prevention Center: (800) 273-8255

#### **San Diego County**

- San Diego County Behavioral Health Services: (888) 724-7240
- East County Behavioral Health Clinic crisis line: (619) 448-9700

#### **Orange County**

- OC Health Care Agency, Mental Health and Recovery: (855) 625-4657
  - 24 hour suicide prevention lifeline: (800) 273-TALK (8255)
  - Teen Line: (800) 852-8336 from 6 p.m. – 10 p.m. (Off-hours covered by the Suicide Prevention Crisis Line above)

### **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 (800) 273-8255.
- Alternative to Domestic Violence: (800) 339-7233
- Cocaine Hotline: (800) 252-6465
- National Alcohol/Drug Abuse Hotline: (800) 252-6465
- ASAP Family Treatment: (800) 367-2727
- Substance Abuse Helpline: (800) 662-4357
- Stop Smoking Hotline: (800) No-Butts (662-8887)
- Child Abuse: (800) 442-4918
- Hepatitis Helpline: (800) 390-1202
- STD (Sexually Transmitted Diseases) National Hotline: (800) 227-8922
- National Information Center for Children and Youth with Disabilities: (800) 695-0285
- Teen Helpline: (800) 400-0900
- National Breast Cancer Hotline: (800) 221-2141; Espanol: (800) 986-9505



- The Trevor Project (This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24): (866) 488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America (This organization is a community- based mentorship program.) <https://www.bbbs.org> or (813) 720-8778.
- 24/7 Homeless Emergency Action Response Team (HEART): (877) 4-RUN-AWAY
- 24/7 Disaster Distress Helpline: (800) 985-5990 or TEXT TalkWithUs to 66746

### **Nondiscrimination Statement**

The Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free of discrimination based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, pregnancy or association with an individual who has any of the aforementioned characteristics. This includes any other characteristics contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

The Board shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

School programs and facilities, viewed in their entirety, shall be readily accessible to and usable by individuals with disabilities. In addition, new construction and alterations to facilities existing before January 26, 1992, shall be accessible when viewed in their entirety. The Superintendent shall ensure that the school provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

The Superintendent shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the school's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups. The Superintendent shall also provide information about related complaint procedures. To the extent possible, the school's nondiscrimination policy shall be published in the individual's primary language.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Natali South  
 (951) 252-8800  
[natali.south@springscs.org](mailto:natali.south@springscs.org)

### **Nutritionally Adequate Free or Reduced Price Meals**

The Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for federal meal reimbursement are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

### **Prescription Opioids**

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your healthcare provider to make sure you are getting the safest, most effective care.

#### **WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?**

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

#### **RISKS ARE GREATER WITH:**

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

*Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your healthcare provider, medications to avoid include:*

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

#### **KNOW YOUR OPTIONS**

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

#### IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider
- Work together to create a plan on how to manage your pain
- Talk about ways to help manage your pain that don't involve prescription opioids
- Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
- Never sell or share prescription opioids
- Never use another person's prescription opioids
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration ([www.fda.gov/Drugs/ResourcesForYou](http://www.fda.gov/Drugs/ResourcesForYou)).
- Visit [www.cdc.gov/drugoverdose](http://www.cdc.gov/drugoverdose) to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: [www.cdc.gov/drugoverdose/prescribing/guideline.html](http://www.cdc.gov/drugoverdose/prescribing/guideline.html)

#### **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. (Also see Title I Compact below.)

#### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting pupils 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 pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil'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 pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative educational program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

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

Natali South  
(951) 252-8800  
[natali.south@springscs.org](mailto:natali.south@springscs.org)

A copy of the UCP is available on our website or upon request at the administration office.

### **Right to Ask for 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 (951) 252-8800 to obtain this information.

## **School Safety Plan**

The Charter School has established a Comprehensive School Safety Plan for each school site location. The Plan is available upon request at the School Site 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 school principal, director, or counselor. A copy of the Charter School's Section 504 policies and procedures is available upon request at the administration office.

Guidance Department  
[guidnace@springscs.org](mailto:guidnace@springscs.org)  
(951) 252-8833

## **Sexual Health Education**

The Charter School offers comprehensive sexual health education to its students in grades 7-12. 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. 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
  - Options for parent consent and "opt out"
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's 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 Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado Charter SELPA and/or Riverside County 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 your student's personalized learning teacher.

### **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 his or her child from any or all parts of the state assessments shall be granted.

### **School Accountability Report Card (SARC)**

The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. School report cards must be updated annually and published by

February 1. Parents with Internet access can view the charter's SARC from the school website at [www.springscs.org](http://www.springscs.org). A hard copy of the school's SARC will be made available upon request at the administrative office.

### **Student Records, including Records Challenges and Student/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 or contractor outside of the Charter School who performs an institutional service of 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, or therapist; 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 his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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:

Family Policy Compliance 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 pupil intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, 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 hearing pursuant to Section (IV)(3) above;

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 pupil'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 non related 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 Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by 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 Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent'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
8. Date and place of birth

9. Dates of attendance
10. Grade level
11. Demographic information
12. Participation in officially recognized activities and sports
13. Weight and height of members of athletic teams
14. Degrees, honors, and awards received
15. The most recent educational agency or institution attended
16. 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.)

Instances of the school's usage of directory information may include marketing pieces showcasing student achievements, sharing anonymized data to establish trends and outcomes, yearbook production, etc. The school does not nor does it intend to create, publish, or publicly make available a contact "directory".

If you do not want the Charter School to disclose or utilize directory information from your child's education records please indicate as such on the Annual Student Registration Packet. If you have questions, please contact:

Student Records Department  
(951) 252-8811  
student.records@springscs.org

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

### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

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

<https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>. The Charter School provides portable AED machines to all CIF Coaches and have AED machines located on all of our campuses and offices. We also provide CPR/AED/First Aid Certification Training to all coaches, & pertinent staff at all of our sites and offices.

### **Surveys About Personal Beliefs**

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### **Theft Disclaimer**

Springs Charter Schools are not responsible for stolen, lost, or damaged items. Each individual student is responsible for his/her property and for school items checked out to them. We make every attempt to secure property but are not responsible for any personal belongings including, but not limited to, clothing, backpacks, cell phones, money, computers, and other equipment.

### **Tobacco-Free Schools**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

### **Uniform Complaint Procedure ("UCP")**

Springs Charter Schools complies with applicable federal and state laws and regulations. Springs Charter Schools is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

#### **Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") 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 Springs Charter Schools 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;
  - Career Technical Education;

- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - School Safety Plans
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student 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.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
  - d. If Springs Charter Schools finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, Springs Charter Schools shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Springs Charter Schools to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Springs Charter Schools and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

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

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.

Springs Charter Schools acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Springs Charter Schools cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Springs Charter Schools will attempt to do so as appropriate. Springs Charter Schools may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. Springs Charter Schools shall ensure that complainants are protected from retaliation.

#### **Compliance Officer**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure Springs Charter Schools’s compliance with law:

Natali South  
27740 Jefferson Avenue, Temecula, CA 92590  
(951) 252-8800  
[natali.south@springscs.org](mailto:natali.south@springscs.org)

The Superintendent or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the Springs Charter Schools Board of Directors.

### **Notifications**

The Superintendent or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on Springs Charter Schools's website.

Springs Charter Schools shall annually provide written notification of Springs Charter Schools's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

### **Procedures**

The following procedures shall be used to address all complaints which allege that Springs Charter Schools have violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be 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 unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Superintendent or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The period for filing may be extended by the Superintendent or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Superintendent shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy 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 Springs Charter Schools Board of Directors approved the LCAP or the annual update was adopted by Springs Charter Schools.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Springs Charter Schools staff shall assist the complainant in the filing of the complaint.

### **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend Springs Charter Schools's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

### **Step 4: Final Written Decision**

Springs Charter Schools shall issue an investigation report (the "Decision") based on the evidence. Springs Charter Schools's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of Springs Charter Schools's receipt unless the timeframe is extended with the written agreement of the complainant. Springs Charter Schools's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether Springs Charter Schools is in compliance with the relevant law.
3. Corrective actions, if Springs Charter Schools finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Springs Charter Schools's Decision within thirty (30) calendar days to the CDE, except when Springs Charter Schools has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of Springs Charter Schools's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

### **Appeals to the CDE**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Springs Charter Schools and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Springs Charter Schools failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Springs Charter Schools's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Springs Charter Schools's Decision are not supported by substantial evidence.
4. The legal conclusion in Springs Charter Schools's Decision is inconsistent with the law.
5. In a case in which Springs Charter Schools's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Superintendent or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of Springs Charter Schools's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Springs Charter Schools for resolution as a new complaint. If the CDE notifies Springs Charter Schools that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, Springs Charter Schools will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and



the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

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. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by Springs Charter Schools when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Springs Charter Schools has not taken action within sixty (60) calendar days of the date the complaint was filed with Springs Charter Schools.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of Springs Charter Schools'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 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 Springs Charter Schools has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A Uniform Complaint Procedure form can be found on our school website or by clicking [here](#).

### **Williams Complaint Annual Notice**

The school will provide sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English Learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a

one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office or downloaded from the school's website. Sample Williams Complaint Forms in English and in other languages are also available from the California Department of Education website.

# **Part II: Complete Policies**

### **School Wellness Policy**

The Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for students. The Executive Director/designee shall coordinate and align school efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Executive Director/designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

### **School Health Council/Committee**

The Executive Director/designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, school staff, and members of the public to participate in the development, implementation, periodic review and update of the school's Local School Wellness Policy (LSWP).

The school's Charter Advisory Council (CAC) will be utilized to fulfill this requirement. The CAC shall conduct public hearings to solicit input from stakeholders and may also invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, health practitioners, and/or others interested in school health issues.

### **Goals for Nutrition, Physical Activity, and Other Wellness Goals**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The charter will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

Implementing evidence-based healthy food promotion techniques through the school meal programs using marketing and merchandising techniques; and

Ensuring foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards.

The charter will teach, model, encourage and support healthy eating by all students. The school will provide nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to promote and protect their health.

The charter's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

The Executive Director/designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and may also be provided through school athletic programs, extra-curricular programs, programs encouraging students to walk or bicycle to and from the learning center, daily physical activity breaks, and other structured and unstructured activities.

In order to ensure that students have access to comprehensive health services, the charter may provide access to health services at or near the school and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

#### **Nutritional Guidelines for Foods Available at School**

All foods sold on each campus during the school day will meet nutritional guidelines and support the objectives of promoting student health and reducing childhood obesity.

The charter believes that foods and beverages sold to students should support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. All foods and beverages sold to students during the school day, including

foods and beverages provided through the food service program, student stores, vending machines, or other school venues, shall meet or exceed state and federal nutritional standards.

School marketing of food and beverage items must meet the federal competitive food and beverage standards called Smart Snacks in School (SSIS).

The school shall provide access to free potable water during meal times in the food service area and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

School staff shall encourage parents/guardians or other volunteers to support the nutrition education program by adhering to the guidelines of the Local School Wellness Policy when selecting any snacks which they may donate for occasional class parties.

The Executive Director/designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

#### **Program Implementation and Evaluation**

The Executive Director/designee shall ensure that each school site complies with this policy.

The Executive Director/designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which the charter is in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy.

#### **Posting Requirements**

Each school shall post the Local School Wellness Policy in public view within all food service and central eating areas. The school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

#### **Staff/Student Interaction Policy**

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

## **Corporal Punishment**

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

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

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

### **Examples of PERMITTED actions (NOT corporal punishment)**

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; or
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

### **Examples of PROHIBITED actions (corporal punishment)**

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

### **Acceptable and Unacceptable Staff/Student Behavior**

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

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

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

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

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

#### **Duty to Report Suspected Misconduct**

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator and/or HR to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Listening to or telling sexual jokes or jokes and/or comments with sexual double-entendre.
- Seeking or offering emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling sexually oriented stories.



- Discussing staff's personal troubles or intimate issues with a student, especially in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Remarks about the physical attributes or physiological development of anyone outside of an academic discussion that is part of a course curriculum.
- Sending electronic communications, such as chats, e-mails, text messages, pictures, social media instant or direct messages or responses, or letters to students if the content is not about school activities.
- Being alone in a room with a student at school and with the door closed, unless otherwise required as part of a state mandated privileged conversation (such as a school counselor, school psychologist, school nurse, mental health professional).
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.
- Using profanity with or to a student.
- Being "friends" with a student on any personal or non-School social media website.
- Allowing students in your home without signed parent permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adults.
- Giving students a ride to/from school or school activities without parent permission, or outside of a legally mandated purpose.

#### **Acceptable and Recommended Staff/Student Behaviors**

- Obtaining parents' written consent for any after-school activities on or off campus.
- Obtaining formal written approval (from school site and parents) to take students off of school property for activities such as field trips or competitions.
- Engaging in communication with students that is professional, pertains to school activities or classes, and is easily accessible to the minor student's parent or legal guardian.
- Keeping the door open when alone with a student.
- Keeping a reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Refer students to the appropriate staff person that is trained to address their particular concerns.
- Be aware of the legally protected confidentiality rights of students and parents.
- Keeping staff supervisor and student's parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.

- Involving your supervisor if a conflict arises with a student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student.
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which go contrary to these provisions, are worth sacrificing your job and career.