



GROW
PUBLIC SCHOOLS

Parent/Student Handbook
2021-2022

www.growpublicschools.org

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Mission Statement

Grow Public Schools consists of Grow Academy Arvin, a K-8 public school and Grow Academy Shafter, a K-6 public school. Grow Public Schools will close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

Vision Statement

Our vision is to transform the educational landscape for students in rural areas by providing a model of excellence and innovation leading to college readiness and lifelong success.

The following goals encompass the vision of the Grow Public Schools:

- Grow Public Schools will provide a school choice for families that have limited English Language skills and are socio-economically disadvantaged.
- Grow Public Schools will enable incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave the Charter School.
- Grow Public Schools students will become self-motivated, competent and lifelong learners.
- Grow Public Schools students will develop a deep love of reading.
- Grow Public Schools will provide the parents in the Arvin and Shafter Communities a path for their children to take in order to have the best chance to attend a four-year college.
- Grow Public Schools will include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane and sustainable future.
- Grow Public Schools will encourage our students to become leaders in their community and to return to Kern County to help others achieve their goals.

Guiding Principles

1. Every child can have a bright future
2. Every parent can be engaged
3. Every teacher can be successful
4. Every community can flourish



GROW PUBLIC SCHOOLS
FAMILY/SCHOOL MUTUAL PROMISE 2021-2022

Student's Name: _____ **Grade:** _____

As a Grow Public Schools Parent, I/We _____ promise to:

Parent(s)/Guardian(s)

Provide Home Academic Support by:

- ★ Ensuring my child comes to school ready to learn.
- ★ Assisting and monitoring homework assignments.
- ★ Reading with my child every night and providing a quiet place to work.
- ★ Following through with school recommended actions. ★ Reviewing this agreement with my child.

Provide School Support by:

- ★ Supporting the no-excuses, high expectations of the school.
- ★ Sending my child to school on time.
- ★ Ensuring he/she stays at school for the entire day.
- ★ Sending my child to school in proper school uniform, from head to toe.
- ★ Supporting the healthy food program.
- ★ Supporting and adhering to the School Discipline Policy.

Participate by:

- ★ Attending three Parent Teacher Academic Team meetings each school year.
- ★ Attending Parent Teacher Conferences as requested during the school year.
- ★ Attending school exhibitions of student work and family nights.
- ★ Attending mandatory all-school meetings.
- ★ Actively collaborating and communicating with teachers to meet my child's learning needs.
- ★ Allowing planned in-advance home visits throughout the school year.
- ★ Making positive contributions to the school community.
- ★ Being an active member of the school community by working to continuously improve Grow Public Schools for *all* students.

My signature below represents my understanding and full commitment to the above pledges.

Parent/Guardian Signature

Parent/Guardian Signature

Grow Public Schools promises to... Provide

Home Academic Support

by:

- ★ Providing high quality instruction and curriculum.
- ★ Providing trainings and workshops for parents on student academic achievement and parenting topics.
- ★ Informing parents and guardians of homework policies and assign appropriate homework.
- ★ Providing extended academic support opportunities to students.
- ★ Reviewing this agreement with students.

Provide School Support by:

- ★ Developing and implementing programs that support academic student achievement.
- ★ Enforcing the School's Discipline Plan to ensure a safe, nurturing learning environment.
- ★ Providing clear school communications to families regarding school policies and student behavior and progress.
- ★ Facilitating the participation of parents in the classroom.

Encourage and Support Parent/Family Participation by:

- ★ Developing meaningful parent activities/agendas focused on student achievement.
- ★ Providing flexible volunteer and participation opportunities.

Principal



Grow Public Schools Academic Calendar

2021-2022 School Calendar

Jul-21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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Aug-21						
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Sep-21						
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Oct-21						
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31						

Nov-21						
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Dec-21						
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Jan-22						
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Feb-22						
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Mar-22						
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Apr-22						
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May-22						
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Jun-22						
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	School Closed/Holidays
	Staff PD
	Fall/Winter/Spring Break

	Minimum Day
	NWEA Testing
	State Testing Window

	Start/End of Quarter
	Parent Teacher Conference
	Summer Academy

Grow Public Schools Model

We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, Structured English Immersion, and the Edible Schoolyard experiential learning approach-in which students explore how healthy food is grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

Inquiry Based, Rigorous Instruction	Our goal is for scholars to learn new concepts or skills through a process of investigation, reflection, and collaboration.
Data Driven	Our goal is for educators at all levels of leadership to use data to drive their decision making, from the CMO level to decision- making in the classroom.
Connection to environmental stewardship, health, nutrition, and wellness	Our goal is for the Edible Schoolyard (ESY) and Cafe to stand as tangible manifestations of our dedication to student health, wellness, and stewardship of the environment.
Student-Centered and Personalized Learning	Our goal is for our scholars to progress at a pace that allows scholars to master new concepts and skills, to access a variety of resources, to receive timely feedback on their progress, and to demonstrate their knowledge in multiple ways.
Continuous Professional Growth of Teachers	No input plays as central a role in a student's success as an effective teacher. Our goal is to invest heavily in meaningful professional growth opportunities for our teachers and instructional staff.

The Grow Public Schools Edible Schoolyard is comprised of over a half-acre organic garden and kitchen classroom, at the center of the campus. The goal of the program is that every child at Grow Public Schools has the opportunity to share in the cultivating, planting, harvesting, cooking, and eating of delicious, healthy food. Through this process, it is our hope to encourage children in their discovery and development of a healthy relationship with the food they eat. Academic concepts are brought to life and students are able to make connections between food, the environment and wellness. We encourage students to explore and awaken their senses to the world around them and to enjoy and appreciate food through seed to table education.

Students are engaged in hands-on learning garden and kitchen classes throughout the school year, enabling them to see and taste each season. Typical classes are 70-minutes long, one grade, and one week at a time. In the garden, students cultivate, irrigate, plant, tend to and harvest crops. The fruits of their hard work are then taken into the kitchen classroom where they prepare, create, cook and taste a delicious recipe. Arithmetic, science, history, social science and language arts are seen and connected to throughout each class. Students learn the importance of recycling and compost in the Edible Schoolyard.

As students' plant and eat their way through each season, students will learn the values of: environmental stewardship, seasonality, personal expression, active learning, collaboration and cooperation, nourishment of self, family and community and ultimately strengthen their own awareness of the world around them.

Music Program

Students will have music one to two times a week. In music, students will explore a wide variety of musical genres and styles as they learn the basics of reading and writing in standard musical notation. A classroom set of instruments will be available for students of all grade levels including ukuleles, xylophones, and an assortment of hand percussion. In addition to our instrumental program, music class will cover singing techniques, kinesthetic movement, and the importance of responsible musicianship. Students will enjoy learning to love and appreciate music through interactive media, games, group projects, and first-hand experience.

Art Program

Students will attend art class one to two times a week. Students will learn about types of art, artists, and cultural awareness. Students will also be exposed to art technique in watercolor, charcoal, pencil and paint. Other areas of art will be introduced based on grade level and student readiness.

Physical Education

Grow Public Schools Physical Education goal is to increase students' quality of life by teaching them proper exercise and nutrition and to incorporate cross-curricular activities in the subjects of math and science in order to increase their learning effectiveness. The P.E. program will serve as a complement to the Edible School Yard and Grimmway Café's Wellness program that is a school-wide focus. Students will rotate to P.E. one to two times a week.

Student Achievement

California Assessment of Student Performance and Progress (“CAASPP”)

Grow Public Schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.)

Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Academic Parent Teacher Team Meetings

The model promotes student engagement, increases confidence and attendance, as well as improves parent-teacher communication and parent self-efficacy for supporting student learning at home. APTT has two main components. The first is classroom team meetings each year. The "classroom team" consists of the classroom teacher and all the parents in the class. In these group meetings, the teacher reviews and explains class-level academic data, in addition to providing parents with individual data about their own child’s performance and helping parents set 60-day SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) academic goals for their children. Teachers model and provide materials for activities that parents can do with their children at home, giving parents time to practice these activities with each other in a small group setting. In addition, parents can share tips among themselves. Teachers lead APTT nights with their advisory/homeroom classes. At Grow Public Schools, APTT nights are scheduled throughout the school year and end the school year with one on one conferences to recap the student’s goals.

School Accountability Dashboard

California public schools annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources and demographics. A copy of the Grow Academy Arvin/Shafter dashboard will be available on our website and available in hard copy in the school office, upon request.

Healthy School Food Program – Grimmway Cafe

The Grimmway Cafe is thrilled to provide fresh, nutritious, and delicious meals to the children of Grow Public Schools. Grow Public Schools understands the crucial role nutrition plays in a student’s ability to learn effectively and focus in the classroom. It has been proven that healthful meals throughout the day help to reduce the risk of childhood obesity and diabetes. It is for that reason that Grow Public Schools will provide every student with a wholesome and delicious breakfast, lunch and snack. The healthy school food program, in conjunction with the Edible Schoolyard, will educate and encourage your children to develop positive eating habits that will last a lifetime.

Grimmway Café is dedicated to serving the most delicious and nutritious food available. The school uses local, natural, and organic products when possible; serves seasonal fresh fruits and vegetables daily; and offers a salad bar with every lunch. All of the food is freshly prepared from scratch. We have eliminated all hydrogenated oils, high fructose corn syrup, and nitrates from our school meals and are striving towards removing all processed food, refined sugars and flours, chemicals, dyes, and additives as well. All of our in-house baked goods are 51 -100%

whole grain. We are asking that if you provide lunch from home please do not include unhealthy, processed foods.

NSLP – National School Lunch Program

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by mail to U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250- 9410 or by fax at (202) 690-7442 or by email at program.intake@usda.gov.

This institution is an equal opportunity provider.

Snacks

All students will receive an intraday snack at no charge. Students enrolled in the afterschool program will be provided an additional snack at no charge.

RECOMMENDED SNACKS LIST

WE ARE A NUT FREE CAMPUS

Beverages, Snacks, and Lunch options if providing food from home:

(Whenever possible, choose fruits, vegetables, snacks, and beverages that are organically grown and are pesticide, hormone, and antibiotic free)

- Fruit juice smoothies
- Whole and freshly cut fruits
- Whole and freshly cut vegetables
- Trail mix (without nuts)
- Water and Sparkling water
- Fruit concentrate and honey sweetened yogurt
- Granola
- Herbal tea

- Whole grain crackers
- Baked chips, pretzels, salsa, guacamole or bean dips
- Snack bars (without nuts)
- Air popped popcorn
- Compressed rice and grain cakes
- Pure 100 percent fruit juice, fruit strips and snacks
- Natural fruit flavored water
- Raisins and dried fruit
- Hard boiled eggs
- Real cheese
- Homemade Sandwiches

Foods to avoid bringing to school

- Lunchables
- Sports drinks
- Caffeinated and Carbonated beverages (energy drinks and sodas)
- Processed and packaged snacks (including chips, candies, cookies and cakes)
- Sugared breakfast cereals
- Juices from concentrate
- Foods that contain artificial colors or flavorings
- Anything containing nuts (we are a nut free campus)
- Fast and convenience foods

Community Eligibility Provision (CEP)

Community Eligibility Provision (CEP) is a federal provision that allows eligible schools to offer free meals to attending students regardless of individual income. CEP eliminates the burden of collecting household applications to determine eligibility for school meals, relying instead on information from other means-tested programs.

Grow Public Schools are pleased to announce that we will provide breakfast and lunch to all students at *NO COST* during the 2020-21 School Year. Meals at no cost are possible because of the Healthy, Hunger Free Kids Act of 2010. The Café will provide a healthy breakfast and lunch each day.

Supper Program

Students who participate in a school-sponsored afterschool activity (including ASES, afterschool clubs, sports, and the Alumni program) may be provided a full meal at no cost. This program is funded through a Federal grant so student activities must meet minimum requirements to qualify. For detailed information, please contact the school's Executive Chef.

Commitment to Healthy Eating

Grow Public Schools is committed to providing healthy eating choices to our student population (See Healthy food Program above). Families must avoid bringing any outside food that will discourage students from eating the healthy choices that are made available by the school.

Families that choose to bring food must choose complete meals that do not exceed state and federal approved laws by which the Grimmway Café observes. Additionally, the Grimmway Café does not serve foods with nitrates, trans fats, chemicals, dyed, refined sugars, refined flours, hydrogenated or partially hydrogenated oils, high fructose corn syrup or additives. To avoid bringing these ingredients into the café, please do not provide your children with packaged foods in their lunches.

The Grow Public Schools Wellness Policy includes a commitment to improve the health of the entire community by teaching students and their family's ways to establish and maintain lifelong healthy eating habits. In keeping with this goal, the policy adopted the stipulation that foods offered to students and employees during the day as snacks, incentives, or refreshments in school offices and on school grounds be as healthful and nutritious as possible. Teachers, administrators, and parents who model healthy behavior increase the likelihood of having a positive influence on student behavior.

- Please avoid feeding your child breakfast at home if they are planning on having breakfast in the classroom.
- If your child's lunch does not include a fruit or vegetable, we will require your child to go through the salad bar.
- If your child's lunch does not include a protein or whole grain, we will require your child to take a hot lunch.
- We do not offer dessert at lunch, please do not include sweets with your child's lunch.
- We are a nut free campus, please do not include items including or processed with nuts.
- If your child comes to campus with food items that are not in line with the Grow Public Schools Healthy Eating Policy, it will be removed from their lunch and available for pick up after school hours.

Absences and Tardies

Grow Public Schools is committed to maximizing the educational achievement of students throughout the school year. To continue learning, students are required to make up any and all work missed during their absence. Families are responsible for contacting teachers for makeup work missed during any absence, regardless of the reason.

When a student is absent or tardy please submit a note to the school office within 24 hours. Parents may call the main office to clear absences and tardies.

Absences Policy

Excused Absences

Excused absences are absences: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board; (8) for the purpose of serving as a member of a precinct board for an election pursuant to

Section 12302 of the Elections Code;

(9) for the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Principal; (10) for the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

All absences require appropriate documentation, i.e. a note from a doctor or medical facility, court documents, parent note, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below) and your child will be considered truant to school which has serious consequences.

A parent or adult caregiver must notify the school as soon as possible or within 24 hours absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform us of an absence by 8:00 a.m. If the school is not notified or the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice
- Has a severe cough

Unexcused Absences

Under the law, **unexcused** absences include, but are not limited to, absences for the following reasons:

- Parent's illnesses or appointments
- Sibling's illnesses or appointments
- Car trouble
- Taking care of siblings
- Working
- Fatigue or oversleeping
- Running errands with parent

There will be a limit to the number of absences allowed. Student absences will be analyzed every quarter. If a student has more than four unexcused absences a quarter, the student and a parent/guardian will be required to attend a truancy meeting on an assigned Saturday. If you do not attend the truancy meeting, you, the parent/guardian, and student, will be reported to the Board of Directors and required to attend a SARB hearing.

In addition, a student may be retained in their grade level or dismissed from school if they accrue 10 or more unexcused absences. Before Grow Public Schools disenrolls any student, the parent or guardian of the student will be provided written notice, in the student's or parent/guardian's native language, of the School's intent to remove the student no less than five schooldays before the effective date of the action. If the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Grow Public Schools issues a final decision.

Tardy Policy

School begins at 7:50 a.m. each day. All students are expected to arrive at school on time and stay at school until the end of the day. A student must report to the office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. All excused tardies require appropriate documentation, such as a note from the doctor or note from a parent. If a student is 30 minutes late to school, they will have an unexcused absence. If a student has more than eight tardies in any quarter without an official notice from a doctor, the student and a parent/guardian will be required to attend a truancy meeting at the school on an assigned Saturday. If you do not attend the truancy meeting, you, the parent/guardian, and student, will be reported to the Board of Directors and a SARB hearing. You can be assigned fines and community service.

In addition, a student may be retained in their grade level or dismissed from school if they accrue up to 20 unexcused tardies that are not excused by a doctor. Unexcused early pick-ups and late arrivals more than 30 minutes are considered truant.

Truancy

Attendance is crucial for student success. If a student meets any of the following thresholds, that student and a family member will be required to attend a three-hour Truancy meeting on a Saturday to devise an action plan for ensuring the child does not fall behind in school.

- Four absences in a quarter, or more than ten absences for the year (that do not have medical documentation)
- Three unexcused tardies of 30 minutes or more
- Eight unexcused tardies of any length

If a student and his/her family fail to attend Truancy meeting or if they continue to have unexcused absences after attending, they will be required to attend a Board of Directors meeting and SARB hearing.

Visiting Grow Public Schools Policy (Refer to Health and Safety Policy for COVID-19, Section 1, due to limited campus access during COVID-19)

At Grow Public Schools, we welcome guests to explore our campuses and learn about our innovative educational environment. As a school community, the safety of our students, staff, families and guests is paramount. Our schools have a legal responsibility to care for the health, safety and wellbeing of all students and staff. Our duty of care includes 'safeguarding' all students from being subjected to any form of harm or abuse. It is the responsibility of the Governing Body (e.g. Board of Directors) and the Site Administration (e.g. Principal) to ensure that this duty is implemented at all times. In performing this duty, the Governing Body recognizes that there can be no complacency where child protection and safeguarding procedures are concerned. The school therefore requires that ALL VISITORS, without exception, comply with the following policy and procedure.

Policy Responsibility

All staff members of Grow Public Schools are responsible for the implementation of the School Campus Visitor Policy and Procedures. All breaches of this policy must be reported to site principal immediately.

Where and to Whom the Policy Applies

The school is deemed to have control and responsibility for its students anywhere on the school site, during normal school hours, during the after-school program (ASES), and on school organized (and supervised) off-site activities. The policy applies to: All teaching and non-teaching staff employed by the school, all external visitors entering the school site during the school day or during the After-School Program (ASES) hours, all parents (including parent helpers), other education-related personnel (ex. County Office of Education staff, Counselors, Health Care representatives), and building and maintenance contractors.

Section 1: Protocol and Procedures

1. All visitors to the school will be asked to provide formal identification at the time of their visit. When possible the school office/ reception staff should be informed of all prearranged visitors to the school. All visitors must report to the school office/ reception first and should not enter the school via any other entrance. At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification. Visitors who are unable to produce a formal identification (e.g. government issued or other verifiable photo ID) may not be permitted on-campus without consent of the school site principal or appointed designee.
2. All visitors have their identification scanned by the electronic visitors' system(which is kept in the school office/ reception at all times) which will record their name, picture, purpose of visit and time entered. The system will also run a background check on the national sex offender database
3. Any visitor who is positively matched on the Sex Offender Registry will not be allowed on campus unless they are a parent/guardian of a student and have written permission from the site principal specifying the dates and times for which permission has been granted.
4. All visitors will be required to wear an identification badge, the badge must remain visible throughout their visit.
5. All visitors will be escorted and supervised while on campus.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and principal's written permission.
7. On departing the school, visitors should leave via the school office and:
 - a. Check-out with the front desk receptionist
 - b. Return the identification badge to the school office/ reception

Section 2: Unknown/ Unplanned Visitors to the School

1. Any visitor to the school site who is not wearing an identity badge must identify themselves and their business at the school. They should then be escorted to the school office/ reception to log in to the visitor system. The procedures above then apply.
2. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers,
3. district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Grow Public Schools shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Grow Public Schools, consistent with the law. The Grow Public Schools Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Section 3: Staff Development

1. As part of their onboarding, all staff will be made familiar with this policy for external visitors and asked to ensure compliance with its procedures at all times.

Section 4: Withdrawal of Consent to be on Campus and Removal from Campus

1. The Principal or designee may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.
2. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Grow Public Schools' orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to Grow Public Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
3. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
4. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal with fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Grow Public Schools Board of Directors. The Grow Public Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
5. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
6. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Section 6: Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than

\$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to Grow Public Schools' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Retention Policy

Grow Public Schools believes in maintaining communication with you about achievement throughout the year in each of our four grading periods. We do not believe in social promotion. Only students making progress towards grade level proficiency will be promoted to the next grade. Parents will be provided with information that will clearly state retention warnings if their child is not ready for promotion to the next grade. At the end of the school year, the School's Student Study Team will review each child's achievement file and individual needs to effectively determine retention. Parents will be advised in writing of student retention.

All school policies apply to all students regardless of age or gender. Our policies clearly indicate to the student when his or her actions and behavior are inappropriate and/or unacceptable.

Dress Code Policy

We believe that students should focus their energy and attention on their academic growth and not on the style of clothes worn by their peers.

Students should be ***Dressed for Success***. Uniforms should be kept neat and clean at all times and fit appropriately. Skirts and shorts must be no shorter than 4 inches above the knee and must be worn at the waist.

Uniform Violation Policy

If students do not come to school in their uniform, their parent/guardian will be contacted and will be asked to bring a change of clothes for their child. Students will receive a -5 deduction for being out of uniform. Financial assistance is available for those who need support with purchasing uniforms.

Grades K-5

All uniforms must be in clean condition without holes or tears. Grow Academy polo shirts and outerwear must be pre-ordered through the main office.

- Top
 - White or Columbia Blue Polo Shirt with Grow Academy Logo
 - Vicki Marsha Oxford Shirt with Grow Academy Logo
- Bottoms
 - Khaki or Navy Shorts, Skirt, Pants or Skorts (must extend below fingertips)
 - Vicki Marsha Plaid Skirt
 - Vicki Marsha Plaid Jumper
 - Brown or Black belt (**Students in grades 2 and up must keep their shirts tucked in at all times.**)
- Outerwear (all outerwear must have a Grow Academy Logo)

- Black or Grey Crew Sweater with Grow Academy Logo
- Black or Grey Zip Hoodie with Grow Academy Logo
- Black Fleece Vest with Grow Academy Logo
- Black Soft-Shell Jacket with Grow Academy Logo
- Footwear
 - Solid White Socks
 - Shoes may not be open toe or backless
 - Tennis shoes must be worn during PE
- Hair
 - Hair must be a natural color (Blonde, Brown, Black, Natural Red)
 - Boys with hair longer than their collar must wear hair pulled back
 - Hair must be neatly groomed, not covering the eyes
- Jewelry
 - Earrings may not dangle from the ear, studs only
 - No plugs or spikes allowed
 - Jewelry with logos deemed inappropriate by Grow Public Schools will not be allowed
- Backpacks
 - All backpacks must be free of graffiti, additional patches, stickers or buttons.

Uniform Purchasing Policy

Official Grow Academy uniform pieces can be pre-ordered at the following places:

1. Polos and outerwear can be pre-ordered at the school office.
2. Vicki Marsha items will be pre-ordered on campus several times per year or may be ordered any time online. [Grow Academy Arvin Uniforms](#) or [Grimmway Academy Shafter Uniforms](#)
3. These items include jumpers, skirts, sweaters and jackets.
4. Khaki pants, shorts, and skirts can be purchased anywhere, as long as they are in accordance with our specific policy. No cargo pants are allowed.

The school will make one loaner set of required Grow Academy Logo uniform pieces (a Grow Academy Logo top, a Grow Academy Logo outerwear piece, and Grow Academy Logo P.E. Uniforms for Middle School students) available to each student free of charge for the student's use during the school year. If a loaner uniform piece is not returned to Grow Academy upon request or is willfully damaged by the student, the student and/or the student's parent/guardian will be required to provide payment of the full replacement cost to Grow Public Schools. If the minor and parent are unable to pay the replacement cost, Grow Public Schools will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Grow Public Schools will withhold the grades and transcripts of a student who has willfully damaged or failed to return the school's property until the student or the student's parent/guardian returns the school's property, pays the full replacement cost, or participates in a program of voluntary work to fully pay back the full replacement cost.

Please see the Principal or Office Manager for details.

Free Dress Policy

Certain days are designated throughout the year as Free Dress Days or Spirit Days (usually linked to an accomplishment). The school uniform does not have to be worn, but the clothing must meet these guidelines:

- Clothing must reflect a positive image of the school and contribute to a distraction-free learning environment. Grow Academy t-shirts may be worn on free dress day.
- Shorts and skirts must reach approximately 4-inches above the knee
- No tight, loose, revealing, spaghetti-strap, backless, low cut or short clothing • No backless shoes, sandals, cleats, Heelys, open-toed or high-heels

SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice

shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to,

electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision © of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed
- hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site

including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

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

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

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

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

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

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

- e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

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

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

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

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

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

includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section

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

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

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

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

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

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

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

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site

including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above.

“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or

scientific value or that involves athletic events or school- sanctioned activities.

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

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

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

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

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(j)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

9.Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed- circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination

regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. If a written request for open session is received from the parent/guardian, it shall be honored to the extent that privacy rights of other students are not violated. The Board of Directors may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other students or employees of the Charter School. The pupil's readmission is also contingent upon capacity at the time the student seeks readmission. The Principal or designee shall notify the student and parent/guardian, by registered mail, of the Board of Directors' decision regarding readmission. If the Board denies the student's readmission, the written notice shall describe the reasons for the denial.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or the SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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

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

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

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an

appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by

the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

Student Search Policy

Any Grow Public Schools student may be subject to a search based on a reasonable suspicion that he or she has a forbidden item in their backpack or that the student has committed or is about to commit a crime. Only the administration may conduct a search, or security staff under the supervision of an administrator.

Lost and Found

All student items lost or found will be sent to the office for identification. If the item's proper owner cannot be determined, it will be placed in the lost and found bin located next to the main office. Non-uniform items and/or objects of significant value may be secured in the office for safekeeping until the owner claims the item. Only adults on file with the school will be able to request lost and found items that are in the possession of the office. Periodically the Lost and Found bin will be offered as donations. Forty-eight-hour notice will be provided for those that would like to claim lost items.

Textbooks/School Material Policy

Students must replace and/or pay for any damaged or lost textbooks, library books, school materials, and equipment.

Computer/Internet Access Policy

Refer to the Technology Acceptable Use Policy and Student Internet Permission Agreement.

Personal Belongings

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

- Gum
- Toys/games cards
- Candy/sweets/junk food/sodas
- Weapons/toy weapons
- Hand-held game systems/iPad/Tablets
- MP3 Players/Radio/iPod
- Cell phones (leave in office)
- Jewelry (including rubber band bracelets)
- Earrings (except stud earrings no larger than a pencil eraser, or ¼ inch in width)
- Make-up
- Cash
- Any illegal substance
- Matches/any flammable items

Confiscated Items Retrieval Policy

All items confiscated from students will remain in the main office until picked-up by parents. Any items left at the end of the school year will be given to charity.

Immunizations and Physical Examinations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Board of Directors desires to cooperate with state and local health agencies to encourage immunization of all public-school students against preventable diseases.

Students entering the School shall present an immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to the School; records should show at least the month and year of each immunization the student has received, in accordance with law. The immunization status of all students will be reviewed periodically. Students shall be excluded from School or exempted from immunization requirements as allowed by law.

Students are screened for vision, hearing and scoliosis. Grow Public Schools adheres to Education Code Section 49450 et seq., as applicable to the grade levels served by Grow Academy. A parent or guardian may file annually with the Principal a statement in writing, signed by the parent or guardian, stating that he or she will not consent to a physical examination of his or her child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school is satisfied that any contagious or infectious disease does not exist.

Restroom Policy

1. Students should use the restroom either before school, during recess, lunch or afterschool. Permission must be obtained from a teacher for emergency bathroom needs during instructional time or supervised passing periods.
2. Loitering is not permitted in bathrooms.
3. Leaving class without permission for bathroom use is considered truancy.

Bicycle Policy

Students are allowed to come to school on bicycles, though they may not be used on campus. Bicycles should be locked up in the designated area and picked up after school. The school will not be responsible for lost or damaged items brought to school.

Grow Public Schools Home Office Contact Information

Casey Yeazel	Chief Executive Officer	cyeazel@growpublicschools.org
Mike Romero	Chief Operating Officer	mromero@growpublicschools.org
Dr. Wendy Creek	Chief Academic Officer	wcreek@growpublicschools.org
Jessica Martinez	Independent Study Coordinator	jmartinez@growpublicschools.org
Dr. Monica Jara-Guerra	Director of Community Initiatives	mjaraguerra@growpublicschools.org
Elizabeth Ramos	Operations Specialist	eramos@growpublicschools.org
Stephanie Sanchez	Human Resources Generalist	ssanchez@growpublicschools.org
Adam Alvidrez	Director of School Operations	aalvidrez@growpublicschools.org
Melody Castillo	Accounting Manager	mcastillo@growpublicschools.org
Rick Phillips	Operations Specialist	rphillips@growpublicschools.org
Daisy Rodriguez	Communications and Branding Manager	drodriguez@growpublicschools.org
Eric Mendez	Human Resources Manager	emendez@growpublicschools.org
Michelle Lumis	Executive Assistant	mlumis@growpublicschools.org

Grow Public Schools Board of Directors

Tom Mestmaker	President
Manuel Pantoja	Secretary and Community Representative
Ernie Unruh	KCSOS Representative
Dr. Jean Fuller	Grimm Family Education Foundation Representative
Matt Look	SPGA Parent Representative

School Safety

School Zone Policy

The School Zone extends to approximately two blocks outside the school curb. School rules apply to any incident that may occur in this zone on the way to school and home. That includes, but is not limited to harassment, theft, and cheating.

Fog Delay

Because Grow Academy Shafter does not utilize school busses, we do not have fog delays. Please use discretion in determining when it is safe to bring your child to campus on foggy days.

If the Richland School District elects to close all schools in the county for any weather or disaster emergency, Grow Academy Shafter will be closed.

SCHOOL EVACUATION PROCEDURES

The Emergency Response Plan is a preparatory measure. Statistics show schools are still among the safest places to be on a day-to-day basis due to the strong commitment of educators, parents, and communities to their children. Nevertheless, disasters do happen and, because of that, no community can be complacent in its efforts to make its schools even safer. As a result, the following plan has been implemented.

Drills – To prepare all Grow Academy Shafter students to act on a moment's notice during an emergency, we will be conducting emergency practice drills at the school.

These drills, which will occur on a periodic basis throughout the year, will cover a variety of circumstances. In addition to practicing the drills, we will also be discussing with the students the appropriate actions to take during a variety of emergencies. These drills and accompanying discussions are designed to prepare your child to act quickly and to minimize your child's fear, should an emergency occur.

Parent-Hand Off -The Emergency Response Plan also incorporates a systematic approach to reunite children with their parents. The map identifies two sites for the Parent-Hand Off. The site will be located at the walkers' gate near the main office. However, in some cases it may be necessary to use an alternate location. Due to the unpredictable nature of any emergency, we will only be able to tell you where the Parent-Hand Off is located at the time of the emergency.

Reuniting With Your Child -In order to ensure your child's safety, it is necessary for us to establish procedures regarding student pickup. Therefore, please be advised of the following guidelines when picking up your child from Grow Academy Shafter. Only individuals designated on the student's Emergency Information Card can pick up your student.

- **It is critical that the information and phone numbers on your child's Emergency Information Card are current.** We will be using this information to contact you with the evacuation process and location for picking up your child.
- **You will be required to present valid identification.** This step is required to protect your child from any unauthorized individuals attempting to pick up your child.
- **You will be required to sign for the release of your child.** This is extremely important as it is our only means of ensuring that all students are accounted for at all times. Please do not take your child without signing for their release. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety. You may be jeopardizing your child's or another child's safety by not adhering to these procedures.
- **Keeping Informed During an Emergency** -During a real emergency, you probably will not be able to reach the school by phone, as staff will be busy responding to the emergency and the needs of the students. We will, however, make every effort to contact parents, either directly, or through our School Reach Program (ParentSquare). Please do not call the school during an emergency. Phone lines need to be kept accessible at all times and overloading the phone system may mean that the school will not be able to communicate with first responders.

Parking Lot/Driveway Safety

Grow Academy Shafter shares the responsibility of keeping the school zone safe for students with the Shafter Police Department. That includes the streets around the school and sidewalks. Parents are asked to follow traffic safety and speed limits as set by the Shafter Police Department. Student safety is our priority. We encourage parents to arrive early to avoid rushing. The parking lot in front of the administration office will be for staff parking only. See the GA Drop-off/Pick up Map on the next page.

As we start this year, we want to remind all of our families about the importance of safety, especially during drop-off and pick-up. It is very important that your family has a safe plan for morning drop-off and afternoon pick-up. All families must decide if their children will attend the after-school program, be picked-up after school, or allowed to walk home.

If you decide that your child is allowed to walk home, he or she will be released from classroom, escorted to the south gate, and allowed to exit without an adult escort. Please do not have your child walk to your vehicle in a parking lot or nearby area.

If you decide to pick up your child, he or she will be waiting for you in the classroom. Parents may enter the school through the main gate, walk onto campus and pick up the child at the classroom. Only you, or adults you have designated on your emergency contact form will be allowed to sign your child out. It is also very important that your child is aware of who will be picking them up. Children who are designated to be picked-up will not be allowed to exit the classroom without an adult escort.

GA Drop-Off and Pick-Up Procedures

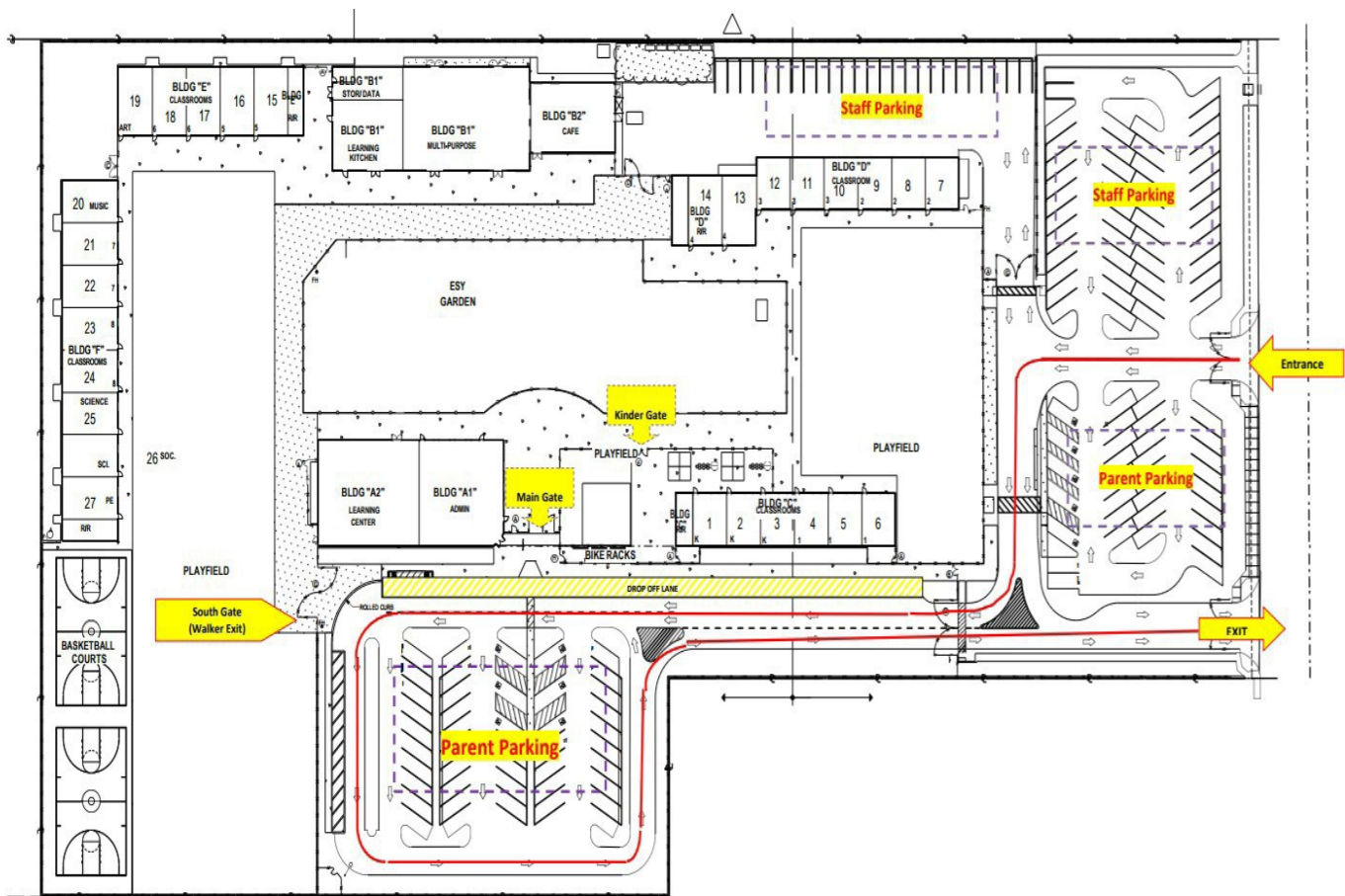
Drop-Off Procedure

Use the drop-off lane at the front of the school to drop-off your child. Pull into the drop off lane. Valets are there to help your child exit the vehicle and adult supervisors ensure your child enters the school gates. Do not double park or allow your child to walk in between parked cars during drop off. You may drop off beginning at 7AM each day. Walkers must use the designated crossing areas and enter through the main gate. Adults supervise students at the crosswalks.

Pick-Up Procedure

Walkers and are released through the south gate and supervised by an adult as they exit campus. Students being picked up wait in the classroom until parents arrive to sign them out. Parents must walk to the classroom door to pick up their child. Teachers and administrators supervise pick-up. Please note that having your child walk to your car in the parking lot is NOT a safe pick-up plan.

The flow of traffic will be constant and heavy and there is no supervision in the parking lot areas after school.



Driving to Grow Academy Shafter

See the attached Grow Academy Shafter Drop Off/Pick Up map for traffic flow to and from school. Please use extreme caution in any areas around the school. Staff will be stationed along the drop off area in front of the office for loading/unloading of students. Please drive responsibly and follow all street directions. Please follow the map to ensure safety for all of our students. We appreciate your cooperation.

Early Release

Students may be picked up for early release in the front office by adults that have been designated on the student's emergency card. All adults may be required to provide a valid form of identification.

Students will receive a -5 deduction for being picked up early without a valid doctor's note or appointment card.

Parent Engagement Hours Program

Grow Academy Shafter families are strongly encouraged to perform 30 "Engagement Hours" per family each school year that their child is enrolled. All approved activities coincide with good parenting practices that help students succeed in school. Research shows that parents involved in their child's learning at school results in higher student achievement and overall school experience. Not all 30 hours need/can be completed in the classroom or by donations.

Examples of Parent Engagement Hours:

- | | | |
|---------------------------------------|---------------------------------------|------------------------------|
| 1. Attend a Parent Conference | 6. Helping in the classroom | 11. Helping in the Lab |
| 2. Attend Governance & Board Meetings | 7. Supervising a school event | 12. Student Projects |
| 3. Volunteering in the Café | 8. Coach/lead an afterschool activity | 13. Driveway Supervision |
| 4. Donating Classroom Materials | 9. Attend POGA Meetings | 14. Attend Parent University |
| 5. Chaperone a Community Walk | 10. Preparing Materials | 15. Classroom Tutoring |

A Mutual Agreement form will be signed at the beginning of the school year by both the family and school official. The document will outline all practices Grow Schools will implement to help your child succeed at our school. It will also outline what families can do to support their child at Grow Academy Shafter with the goal of succeeding in our rigorous environment.

Teacher Qualification Information

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

POGA (Parents of Grow Academy)

POGA is organized for the purpose of promoting the interests of GA in cooperation with the administrators and teachers. In addition, they provide a forum for the sharing of ideas that will benefit GA and for educating parents about the GA educational program. The POGA parents meet on a monthly basis on the 2nd Tuesday of each month at 5:30 pm and all parents are welcome to attend meetings. Those parents who attend meetings will become voting members. An interpreter will be present at each meeting. (Refer to separate POGA bylaws document). All meetings will be held at Grow Academy Shafter at 5:30 pm.

Parent Communication

Each day your child will bring home a blue Daily Folder. Check the folder each night. On the back of the folder are *may do* homework activities. All school to home communication will be sent home in the folder. Weekly checks with student behavior updates will be sent on Friday and will require a parent signature and will be returned to their Crew teacher on Monday.

Parent Concerns and Due Process

Uniform Complaint Procedures

A copy of Grow Schools Uniform Complaint Procedure is included in the Board Approved Policies Section and can also be found on the school website. Additional copies are also available in the school office upon request.

Concerns

Parents who wish to express concerns about school endeavors have the option to:

1. Complete a suggestion slip, which is located in the GA main office.
2. Submit a written complaint to the Principal within five business days.
3. Request a meeting with the Principal within five days of the incident.

Due Process

Parents seeking additional support with the outcome of an administrative decision have the right appeal to the President of the GA Board of Directors within five business days in writing. The request should be submitted to the Board President. The Board President reserves the right to decide if the issue is a reasonable future Board meeting topic. In cases when the issue is not an acceptable board topic, the decision will be relayed back to the parent.

******In the event that Grow Academy Shafter expels a student, the student shall have the right to appeal the expulsion to the Richland School District.

School Related Programs and Events

All regular school rules apply during off campus and after school hours events that are school related. Such events are off-campus school field trips and fundraising nights, etc.

School-Wide Restorative Behavior Policies

Our goal at Grow Academy Shafter is to create an environment where every student can thrive and where opportunities to learn and succeed are paramount. Highly effective schools establish performance-based cultures that are focused on a clear vision; a safe, orderly environment; a climate of high expectations for students and staff; frequent monitoring of student achievement; and strong relationships between home and school. The positive approach of setting school wide behavior expectations ensures that our students will be taught the desired behaviors we expect and have the best possible learning environment.

Our school-wide behavior expectations are based on our six Grow Academy Shafter Values: **COMPASSIONATE, OBSERVANT, MOTIVATED, ENCOURAGING, TRUSTWORTHY,** And **SAFE**. Developing and nurturing these traits are key to the achievement of our mission at Grow Academy Shafter and to our students' success in college and beyond. All adults and students are expected to model positive behavior on a daily basis that reflects the Grow Shafter Values.

Grow Academy Shafter Values

Expected Behaviors for Grow Scholars
Compassionate <ul style="list-style-type: none">• Responding appropriately to how others are feeling• Helping others when physically or emotionally hurt• Helping classmates through difficult situations• Respecting peers and adults
Observant <ul style="list-style-type: none">• Paying attention to your surroundings• Looking for solutions to problems• Looking to help others in need• Appreciating the beauty around you
Motivated <ul style="list-style-type: none">• Trying your best and never giving up• Asking for help• Continuing to work hard, even when things get tough• Challenge yourself by setting ambitious goals
Encouraging <ul style="list-style-type: none">• Helping others to be safe, brave, kind, and to make smart choices• Being a good role model• Keeping a positive attitude
Trustworthy <ul style="list-style-type: none">• Sharing with others• Taking care of school materials, school property, and equipment• Using kind words• Being truthful, even when it is difficult

Scholarly

- Sharing with others
- Taking care of school materials, school property, and equipment
- Using kind words
- Being truthful, even when it is difficult

School Wide Behavior Practices

School-wide means that educators support appropriate behavior in the classroom and in common areas. An important aspect of a school-wide teaching model is the understanding that appropriate behavior and social competences is a skill that requires direct teaching to students. Our teachers will deliver lessons that focus on our Grow Academy Shafter Values and students will learn and practice the expectations.

Students will follow the school-wide expected behaviors; however, each teacher may specify certain rules and procedures that are suited to the specific needs of his/her class. Any action that disturbs and interrupts the learning process is not permitted by any student. The appropriate behavior is encouraged and rewarded by public recognition and noted on Kickboard. If the student refuses to accept the authority of the teacher, the student will be immediately referred to an administrator for appropriate action.

Behavior Management System

Grow Academy Shafter implemented a system to monitor both positive recognition and appropriate consequences. Through the use of a school wide economy system students will earn \$25 Comet Cash every Monday in their Kickboard account. When students demonstrate a Grow Academy Shafter Value they will be given bonus. If a student is not following a rule or expectation Comet Cash will be deducted. *All* staff members may give bonuses and deductions. Negative consequences are an important part of behavior modification. The consequences of behaviors will also be posted in the classroom and referred to when necessary.

College Crews

All students in grades K-4 will belong to a College Crew. These Crews are made up of a group of students and a teacher. Crews are designed to provide mentorship, accountability and teach collective responsibility. College Crews will meet every morning and at the end of each day. The focus will be on individual student needs, creating class and individual goals, and monitor those goals. College Crews are help students build academic and social skills by breaking down barriers, fostering relationships, strengthening listening skills and, most important, building trust. College Crews have four goals:

1. Create a sense of community
2. Provide academic direction
3. Provide college and career awareness
4. Encourage social and emotional learning

Positive Recognition

Students will receive a weekly report (a “paycheck”) that will have the listed the bonuses and deductions they received throughout the week. In addition, their paycheck will show the total amount of Comet Cash they have earned. Students will have the opportunity to spend their earnings at the student store. The student store will include school supplies, Grow Academy Shafter Spirit Gear, College Gear, raffle tickets, coupons, and surprise prizes.

Deductions	Negative Behaviors (behaviors that will result in a deduction)	
<p><u>-\$1 Deduction</u></p> <p>First Reminder</p> <p><u>-\$5 Deduction</u></p> <p>Second Reminder</p>	<p>Not following directions</p> <p>Not ready to learn</p> <p>Being disrespectful</p> <p>Missing homework/ Daily folder</p> <p>Out of uniform</p> <p>Chewing gum</p>	<p>Talking out of turn</p> <p>Disrupting class</p> <p>Negative attitude</p> <p>Late to class/absent/early pick-up</p> <p>Eating unhealthily</p> <p>Running</p>
<p><u>-\$10 Deduction</u></p> <p>Student will serve Lunch Overtime and parent will be called</p>	<p>Disrespect toward peers</p> <p>Inappropriate behavior</p> <p>Inappropriate language</p> <p>Disrespect of school equipment</p>	<p>Disrespect toward adults</p> <p>Disrespect of school property</p> <p>Inappropriate movement</p> <p>Unsafe hands</p>
<p><u>-\$20 Deduction</u></p> <p>Referral to the Principal and Possible Suspension</p>	<p>Defiance</p> <p>*Threats</p> <p>Vandalism</p> <p>*Bullying</p>	<p>Disrespect towards students</p> <p>Disrespect towards adults</p> <p>*Fighting/Aggression</p> <p>Theft</p>

	Truancy	Lying/ Cheating
	*Drugs and alcohol	*Sexual misconduct
Offenses that will result in recommendation forexpulsion	Sexual misconduct Drugs and alcohol	Weapons Receiving a total of 10 days of suspension in a school year
-\$10 any time in one week	Lunch Overtime with a call home	
-\$20 for the week	Removal from Friday Gathering with a parent meeting	

*These behaviors, or any severe or repeated behavior that disrupts the learning environment, may result in a recommendation for suspension or expulsion.

The Use of Consequences

When students continue to violate the behavior expectations, despite use of our common behavior modification practices, teachers may choose to use consequences for students' negative actions within the following parameters. The following *Levels of Consequences* will be followed to provide students with alternatives and support. Levels can be skipped depending on the severity of the situation.

Code of Student Conduct: Levels of Consequences

Levels	Disciplinary Options			
1	Classroom Level Interventions/Consequences: Staff members use the following interventions to help the students change behavior. Deductions in Kickboard will also be administered by staff members. If these interventions are successful, referral to the Principal or School Administrator may not be necessary.			
	Verbal reminder	Loss of Privileges	Parent Contact	Teacher Conference
	Removal from Seat	Behavior Reflection Handout	Recess Overtime	Lunch Overtime

2	<i>Level 1 intervention/consequence has been ineffective:</i> Staff members use the following interventions to help the students change behavior. Deductions on Kickboard will also be administered by staff members. In some cases, referral to Assistant Principal or School Administrator may be necessary.		
	Peer Mediation	Phone Call Home/ Letter to Parent	Counseling Session with Assistant Principal
	Conflict Resolution	Teacher Student Conference	Friday After School Overtime
3	<i>Level 2 intervention/consequence has been ineffective, or the behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Deductions on Kickboard will also be administered.		
	Friday After School Overtime	Campus Clean-Up Duty	In-School Suspension
	Decision Making Reflection Packet	Community Service	Daily Check-in and Check-out with Assistant Principal
4	<i>Level 3 intervention/consequence has been ineffective, or behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Deductions on Kickboard will also be administered.		
	Suspension (1-5 days)	Restricted Activity	
	Daily Check-in/ Check-Out with Assistant Principal	Behavior Contract	
5	<i>Level 4 intervention/ consequence has been ineffective, or behavior is severe:</i> Referral to the Principal required. Parent/guardian notification required. Extended Suspension. Possible Expulsion. Referral to alternate school-based program.		

Overtime

Students will be assigned overtime for receiving an accumulation of -10 deductions during the week on their Kickboard report. Students in grades K-6 will be assigned a lunch overtime for receiving -

\$10 deductions. If they receive -\$20 deductions throughout the culture week they will be removed from Friday Gathering activities. When a student is assigned to overtime they will work on an assignment that fits the reason they are serving overtime.

Students that are tardy 2 days and/or absent 2 days of the culture week will serve lunch in overtime. Students that are absent and submit a doctor's note upon returning to school will be

excused from overtime. Students will serve overtime to make up work they missed during the time they were absent. Overtime work examples vary depending on the reason a student is serving overtime: apology letter, behavior reflection, behavior correction reflection, missing homework, and incomplete or missing classwork. An overtime form will be sent home that must be signed by a parent and returned the next day. **If a student does not return the signed overtime form it will result in -\$5 deduction.**

In House Suspension

The in-house suspension program provides an alternative opportunity for students to improve their behavior. The goal is to positively impact change by instructing students about their behavior, provide activities for student to understand the behaviors, give student steps to improve and correct misbehavior, and provide counseling for the student. The teachers will be notified and are required to submit work for the student to complete during in school suspension. Conference will be held with the parent about expectations and in school suspension policy. A home visit with the Crew Teacher and the Assistant Principal will be arranged. Students will be assigned to In-School Suspension for good and sufficient reasons including, but not limited to:

- A. Behavior which adversely affects the safety and well-being of other students.
- B. Behavior which disrupts a class or school sponsored activity.
- C. Behavior prejudicial to good order, discipline, and safety occurring in class or school sponsored activities.

Behavior Contracts

If a student reaches level 5 throughout the course of the school year, the student may become

subject to a Behavior Contract. Behavior Contract criteria are developed and shared with families by the Assistant Principal with teacher input. Each behavior contract case is student-specific and can look different depending on the specifics of each student's situation.

Examples of behavior contracts may include:

- A shortened or lengthened school day
- Counseling for student
- Attendance requirements
- Grade requirements

- Individualized behavior expectations
- Removal from classroom setting to an in-house suspension
- Removal from certain times of the school day

Our ultimate goal is to serve all of our students to the best of our ability, yet we also realize that some issues students present are outside the realm of our expertise. It is then that we will work with the family and outside partners to find the best solutions.

After School Activities

Grow Academy Shafter provides an After-School Program available to all students. To participate in the program, a contract must be completed and submitted to the school office prior to the first day of school. Activities include but are not limited to:

- Supervised Homework
- Extended Learning Opportunities (Tutoring & Homework Hall)
- Arts & Crafts
- Learning Lab Time
- Community Service Opportunities
- Individual & Team Sports (CSUB Soccer)
- Opportunities for Physical Education

Hours of Operation

The After-School Program will be open from 3:30 pm to 6:00 pm. Parents picking up their children must request them at the front office. Proper ID may be required. Students are required to stay all 5 days until 6:00. After-School Program will open at 1:00 pm on shortened days and close at 6:00 pm.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM EARLY RELEASE POLICY

Grow Schools has established this After School Education and Safety (“ASES”) Program Early Release Policy pursuant to Education Code Section 8483 and in accordance with ASES Grant requirements. It is the intent of the Legislature that elementary school students participate in the full day of the program every day during which students participate.

As a funding requirement for ASES, participating elementary school students are expected to attend the ASES program five (5) days per week for a total of 15 hours per week.

Grow Schools understands that situations do occur that cause students to need to leave early or miss a day altogether. The bulleted items contain examples of excusable reasons for signing out of early, or missing the ASES program, for a day.

- Documented medical, dental, or counseling appointments.
- Family emergency.
- Illness.
- Weather conditions.
- Custody agreements and court appearances.
- Observance of religious holidays or ceremonies.
- Extreme transportation constraints.
- Parallel Program (Girl Scouts or Boy Scouts, sports league, tutoring, clubs, etc.).
- Parent choice (e.g. elementary school students attend a minimum of 15 hours per week).
- Walkers or bus riders; ASES students authorized by their parent/guardian to walk or ride the bus home. These students will be signed out of ASES 30 minutes before dark during the winter months.

It is the policy of Grow Schools that “Early Releases” are kept to a minimum. In the event of unauthorized instances of, or an unacceptable pattern of unauthorized early program departures, the Charter School will first hold an in-person meeting with the parent or guardian to determine the reasons for the unauthorized early releases and to discuss whether the ASES program is beneficial for the student. If unauthorized instances persist following the meeting, the student may be disenrolled from ASES.

The ASES program encourages students to attend Monday – Friday after school until 6:00pm in order to gain the most benefit from the program and to be academically and socially successful.

For students picked-up before 6:00 p.m., we ask “authorized adults” to write their qualifying condition for early release in the Note/Early Release line next to their signature on the student sign-out sheets. In the event that a student needs to leave early on a set of days, the parent/guardian is asked to write the program a letter, with signature, for the specific days, dates, and time.

This Early Release Policy is to be applied on a student-by-student basis.

EARLY RELEASE 2021-2022

Student(s) Name: _____

Grade: _____

Early Release Date: _____ Early Release Time: _____

This form serves as my request for the above student to leave the Grow Schools After School Program early due to one or more of the following that complies with the Grow Schools Early Release Policy. I understand the student attendance system will record the reason, date and time, if the early release is approved.

Any early release arrangements may impact after school funding and the student's benefits to the program. Certain grant requirements limit the use of this policy. All early releases require the approval of the Site Coordinator.

Check Applicable Box(es):

- ☐ **ER-1** Attending an on-site Parallel Program (e.g., Intervention, SES, Sports, etc.).
 ☐ M ☐ T ☐ W ☐ TH ☐ F ☐ Everyday Release Time: _____
- ☐ **ER-2** Participating in an off-site program requiring prior parent authorization (e.g., Dance, Catechism, City Sports Leagues, etc.)
 ☐ M ☐ T ☐ W ☐ TH ☐ F ☐ Everyday Release Time: _____
- ☐ **ER-3** Family Events/Affairs (e.g., Family Reunion, etc.)
- ☐ **ER-4** Medical/Dental Appointments
- ☐ **ER-5** Walkers/Time Change/Weather Conditions (i.e., heavy rain, fog, snow, storms)
- ☐ **ER-6** Family Hardship (e.g., transportation)
- ☐ **ER-7** Family Emergencies (e.g. death in the family, catastrophic incidents, etc.).
- ☐ **ER-8** Illness or injury during program time (program staff should call parent or guardian).
- ☐ **ER-9** Other conditions directed by the school and/or School Board relating to student safety, student developmental needs, or age-appropriate expectations for academic performance after school (reason must be written on the Early Release Agreement and recorded in the student attendance system).

****Person signing this form must be an authorized Parent/Guardian on the Grow Schools Enrollment Form. For students who walk home this form must be completed when the child is enrolled.**

Parent/Guardian Name: _____
(Please Print)

Parent/Guardian Signature: _____

Site Coordinator Approval Signature: _____ Date: _____