

GUAJOME PARK ACADEMY

2016-2017 Student Handbook



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GUAJOME PARK ACADEMY

MISSION: Our mission is to inspire and mentor all learners to become responsible, critical thinking, global leaders through excellence and innovation in education.

PARAMETERS:

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

BELIEFS:

Excellence

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

Accountable

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

Innovative

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

Student Centered

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

Fiscally Responsible

- We believe you don't have to spend a lot to learn a lot.
- We believe in looking for creative options to fund an innovative education.
- We believe that we must invest wisely to maximize student achievement.

EXPECTATIONS:

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

Student Expectations

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

- Maintain a 97% attendance ratio.
- Maintain 100% completion rate and 70% competency level on all class assignments, homework, and authentic assessments.
- Participate in the CAHSEE, CASSPP, or other testing programs designated by GPA or the State of California.
- Adhere to all academic, attendance, and behavior policies of GPA.

In addition, each GPA student is expected to:

- Reflect a positive attitude towards learning.
- Take responsibility for his/her own educational growth and development.
- Communicate proactively with classroom instructors, counselors, and administrators.
- Show respect for all GPA students, parents, and staff.
- Contribute and interact in a positive manner within the community.

Parent/Guardian Expectations

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

- Insist on daily, punctual school attendance of student.
- Monitor the daily and weekly completion of student’s work.
- Be actively involved in student’s learning program.
- Provide transportation to and from all school activities.
- Support the discipline codes and behavior guidelines of GPA.
- Complete all applicable school paperwork and meet stated deadlines.
- Provide or facilitate instructional assistance for student.
- Participate regularly and actively in parent meetings, activities, and workshops.
- Proactively ask questions or seek assistance from GPA staff.
- Stay informed by reading the GPA handbook, course catalog, and other school communications, and by visiting the GPA web site regularly.
- Show respect for all GPA students, parents, and staff.

Staff Expectations

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

- Create and maintain safe and effective environments for student learning.
- Understand and organize subject matter for student learning.
- Communicate with and inform parents/guardians of student progress regularly.
- Plan instruction and design learning experiences for all students.
- Engage and support all students in learning.
- Systematically evaluate student achievement/performance with a variety of assessment tools.
- Continue to develop as professional educators.
- Correctly maintain all appropriate paperwork and meet all deadlines.

- Provide tutorial assistance/instruction when appropriate.
- Show respect for all GPA students, parents, and staff.
- Model professional behavior.

Expected School-wide Learning Results (“ESLRs”)

Self-directed learners who:

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

Critical thinkers who:

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

Effective communicators who:

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

Responsible citizens who:

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

Guajome Park Academy					
<u>Middle School</u>			<u>High School</u>		
<u>2015/2016 School Year</u>			<u>2015/2016 School Year</u>		
<u>Mondays & Thursdays</u>			<u>Mondays & Thursdays</u>		
Passing	7:40 - 7:45	5 min.	Passing	7:35 - 7:40	5 min.
Period 1	7:45 - 8:45	60 min.	Period 1	7:40 - 8:45	65 min.
Passing	8:45 - 8:50	5 min.	Passing	8:45 - 8:50	5 min.
Period 2	8:50 - 9:55	65 min.	Period 2	8:50 - 9:55	65 min.
Passing	9:55 - 10:00	5 min.	Passing	9:55 - 10:00	5 min.
Period 3	10:00 - 11:05	65 min.	Period 3	10:00 - 11:05	65 min.
Lunch	11:05 - 11:35	30 min.	Passing	11:05 - 11:10	5 min.
Passing	11:35 - 11:40	5 min.	Period 4	11:10 - 12:15	65 min.
Period 4	11:40 - 12:45	65 min.	Lunch	12:15 - 12:45	30 min.
Passing	12:45 - 12:50	5 min.	Passing	12:45 - 12:50	5 min.
Period 5	12:50 - 1:55	65 min.	Period 5	12:50 - 1:55	65 min.
Passing	1:55 - 2:00	5 min.	Passing	1:55 - 2:00	5 min.
Period 6	2:00 - 3:05	65 min.	Period 6	2:00 - 3:05	65 min.

<u>Tuesdays & Wednesdays</u>		
Passing	7:40 - 7:45	5 min.
Period 1/2	7:45 - 9:50	125 min.
Break	9:50 - 10:00	10 min.
Passing	10:00 - 10:05	5 min.
Period 3/4a	10:05 - 11:10	65 min.
Lunch	11:10 - 11:40	30 min.
Passing	11:40 - 11:45	5 min.
Period 3/4b	11:45 - 12:50	65 min.
Passing	12:50 - 12:55	5 min.
Period 5/6	12:55 - 3:05	130 min.

<u>Tuesdays & Wednesdays</u>		
Passing	7:35 - 7:40	5 min.
Period 1/2	7:40 - 9:50	130 min.
Break	9:50 - 10:00	10 min.
Passing	10:00 - 10:05	5 min.
Period 3/4	10:05 - 12:15	130 min.
Lunch	12:15 - 12:50	35 min.
Passing	12:50 - 12:55	5 min.
Period 5/6	12:55 - 3:05	130 min.

<u>Fridays</u>		
Passing	7:40 - 7:45	5 min.
Period 1	7:45 - 8:25	40 min.
Passing	8:25 - 8:30	5 min.
Period 2	8:30 - 9:10	40 min.
Passing	9:10 - 9:15	5 min.
Period 3	9:15 - 9:55	40 min.
Passing	9:55 - 10:00	5 min.
Period 4	10:00 - 10:40	40 min.
Passing	10:40 - 10:45	5 min.
Period 5	10:45 - 11:25	40 min.
Lunch	11:25 - 11:55	30 min.
Passing	11:55 - 12:00	5 min.
Period 6	12:00 - 12:40	40 min.
Prof. Dev.	1:00 - 3:00	120 min.

<u>Fridays</u>		
Passing	7:35 - 7:40	5 min.
Period 1	7:40 - 8:25	45 min.
Passing	8:25 - 8:30	5 min.
Period 2	8:30 - 9:10	40 min.
Passing	9:10 - 9:15	5 min.
Period 3	9:15 - 9:55	40 min.
Passing	9:55 - 10:00	5 min.
Period 4	10:00 - 10:40	40 min.
Passing	10:40 - 10:45	5 min.
Period 5	10:45 - 11:25	40 min.
Passing	11:25 - 11:30	5 min.
Period 6	11:30 - 12:10	40 min.
Lunch	12:10 - 12:40	30 min.
Prof. Dev.	1:00 - 3:00	120 min.

*Minimum Day Schedule = same as a Friday schedule

*Modified Day Schedule = same as a Friday schedule with an activity instead of Prof. Dev.

FRIDAY ONLY ASSEMBLY DAY BELL SCHEDULE

GPA - Middle School Assembly Day Schedule 2015/2016 School Year

Assembly Day

PERIOD	TIME	MINS
PASSING	7:35 - 7:40	5
1	7:40 - 8:13	33
PASSING	8:13 - 8:18	5
2	8:18 - 8:51	33
PASSING	8:51 - 8:56	5
3	8:56 - 9:29	33
PASSING	9:29 - 9:34	5
4	9:34 - 10:07	33
PASSING	10:07 - 10:12	5
5	10:12 - 10:45	33
PASSING	10:45 - 10:50	5
6	10:50 - 11:23	33
PASSING	11:23 - 11:28	5
ASSEMBLY*	11:28 - 12:00	32
LUNCH	12:00 - 12:30	30

*M/S Students will attend M/S Assembly with 6th period teacher

GPA - High School Assembly Day Schedule 2015/2016 School Year

Assembly Day

PERIOD	TIME	MINS
PASSING	7:35 - 7:40	5
1	7:40 - 8:13	33
PASSING	8:13 - 8:18	5
2	8:18 - 8:51	33
PASSING	8:51 - 8:56	5
3	8:56 - 9:29	33
PASSING	9:29 - 9:34	5
ASSEMBLY**	9:34 - 10:07	33
PASSING	10:07 - 10:12	5
4	10:12 - 10:45	33
PASSING	10:45 - 10:50	5
5	10:50 - 11:23	33
PASSING	11:23 - 11:28	5
6	11:28 - 12:00	32
LUNCH	12:00 - 12:30	30

**H/S Students report to 4th period class for attendance before going to H/S Assembly

ACADEMICS

Guajome Park Academy (“GPA”) is committed to inspire and mentor all learners to become responsible, critical thinking, global leaders through excellence and innovation in education. GPA is a school designed to meet the needs of a variety of learners, offering a program which is flexible, demanding, and educationally appropriate.

GPA offers four different educational programs under the single charter that targets the following choices for the parents and students;

1. A site-based Middle School Program.
2. A site-based High School Program that offers:
 - a. An International Baccalaureate (“IB”) Diploma option for Grades 11-12;
 - b. A college preparatory pathway that offers options for Advanced Placement (“AP”) coursework. GPA provides opportunities for students to participate in challenging learning experiences in and outside of the classroom. GPA’s multi-tiered programs for Grades 6-12 are based on the California Content Standards and IB course standards. Value is added through opportunities provided in programs including the IB Diploma Program (“IBDP”), AP, college courses, admissions requirements (A-G) of the University of California, career counseling and preparation, college preparation counseling, and required community service hours. Every student who gives evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit by the educational facilities provided will be given every opportunity to do so. GPA also encourages students to participate in the concurrent enrollment program with the local community colleges.

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

Middle School Program

GPA’s Middle School Program has a six period day schedule with two semesters in the school calendar. The Middle School student’s schedule includes the four core subjects (math, English, social science, science) and two elective subjects. Additionally, students are supported by a culture of engaged and relationally driven staff and are provided optional “outside” enrichment opportunities in order for students to develop and pursue their learning passions. Grades 6-8 students are scheduled for a full six period day.

High School Program

GPA’s main campus High School Program consists of a six-period day schedule with two semesters in the school calendar. For college purposes, the first semester is considered for the mid-year report. GPA assigns letter grades using a 4.0 system (plusses and minuses are not factored into grade point average calculations), with IB and AP classes receiving weighted value. Class rank is determined by academic, weighted 9-12 grade point average. Grades 9-11 students are scheduled for a full six-period day. Seniors are scheduled for a minimum of four periods per day but may be scheduled for a full day.

High School Graduation Requirements

The main campus High School graduation requirements are included in the Course Catalog.

Special Education and Other Special Circumstances

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

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

The special education program at GPA is structured to meet the needs of students as outlined by IDEA and their Individual Education Plan (IEP). GPA's focus centers on the students with total staff collaboration and home/school communication. Support in these three areas best serves the needs of Special Education students, general education staff and home. To meet the needs of all students, Education Specialists, School Psychologists, Instructional Assistants, Speech and Language Pathologist, Autism Consultant, Deaf and Hard of Hearing Specialist, Assistive Technology specialist, all service Guajome campus' needs. Additional professionals and services such as extended school year are available if needed based on the students IEP.

Special Education students at GPA are participants in all of the GPA educational programs including but not limited to the IB Diploma Program, Advance Placement (AP), and college-preparatory program. It is important that students have the opportunity to fully participate at their grade level in core curriculum and in accelerated programs. GPA staff, to include counselors, teachers, IB and AP Coordinators, and Special Education Coordinator work hand in hand with students and their families to help students in their need to access curriculum and assessments per guidelines prescribed by the IB Organization and the College Board. Special and general education staff monitors student performance outcomes and provide the accommodations outlined in the student's IEP.

Library

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

- No food, drinks, chewing gum, and/or candy in the library.
- Parents are invited to visit at any time as long as prior arrangements are made and the visitor procedures are followed.
- Respect students and staff while maintaining a quiet working environment.
- Clean up and respect your work station (furniture, computers, etc.) before leaving the library.

Library Check Out

To check out materials, a current student ID is required. At the beginning of each school year, a copy of the student's class schedule is acceptable as well as the previous year's ID from GPA. If a student loses ID, a \$10.00 replacement fee will be assessed.

Library Books

- Library books are checked out for two weeks and can be renewed twice if there are no requests for the book.
- Reference books can only be used in the library and cannot be checked out.
- Videos can be checked out for one day only if not requested by a teacher.
- Library books and textbooks will not be checked out to anyone who owes a book or fine to the library. Report cards, diplomas, and official transcripts will also be held if materials are not returned and fines are not paid.
- Books or materials may be placed on hold by request if the book is currently checked out. The librarian will notify student when the item is available. The requested book will only be held for five days.
- Damage to book or barcode will result in a fine. For damages, including water damage, the entire cost of the book will be charged. For removal or destruction of the bar code, a \$5.00 fine will be levied.

Textbooks

Textbooks are provided to students in the classrooms in accordance with applicable mandates. Additionally, textbooks may be available for the student to check-out through the library. When textbooks are checked out to an individual student, the student is held responsible for the care and return of the book. A student ID is required to check out any textbook or literature book. Textbooks are checked out for the duration of the class or lesson.

Please note:

- Each student is responsible for the books student has checked out. If the student turns in a different book, student is still responsible for the book checked out in student's name.
- Any damage to textbooks or literature books will result in a fine and/or charge for the full replacement costs of those items.
- Each student should carefully check for any previous damage at the time of check out and notify the librarian so that it can be noted in the book.
- Student must not destroy or remove the barcodes from library resources or a \$5.00 fine will be charged.
- Student should not leave a book in a classroom even if the teacher offers to keep it in the closet. If the book is misplaced or missing, the parent/student is financially responsible.
- It is recommended that students cover each textbook to help keep the book clean and from getting bent corners. Student should make sure not to tape covers to the actual book. Any damage caused will result in a fine.

Textbooks and literature books are to be returned to library staff who will verify that the books returned are the books that have been checked out.

Technology

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

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

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

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

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

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

1. The reliability of the content of a source received by a user. Students must evaluate and cite sources appropriately.
2. Costs that the student incurs if a product or service for a fee is requested by student.
3. Though every effort is made to ensure technology resources are available, in the event of an unplanned outage, GPA is not responsible for the consequences of the service disruption.
4. Student email is provided for academic activities only and there is no assumption of privacy. The technology coordinator and GPA administration reserve the right to investigate possible misuses or to monitor any email connected through GPA's computers.
5. Lost, damaged, or stolen items- nor will investigate therein.

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

Acceptable Computer and Internet Use Policy (“AUP”)

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

Copyright Policy

USE OF COPYRIGHTED MATERIALS

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

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

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

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

Fair Use Doctrine

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

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

Assessment Policy:

Guajome Park Academy's (GPA) commitment to student programs is demonstrated through extensive assessment and philosophical commitment to the educational programs. The *Guajome Park Academy Assessment Policy* pertains to the area of assessment that is integral to the GPA educational program and its commitment to student learning.

Core Assessment Values

Design: assessments

- are criterion based and integral to unit design,
- are products of ongoing staff collaboration and calibration,
- engender a systemic and consistent framework for interpretation of student performance,
- articulate both internal and external expectations for student mastery,
- measure students' growth over time,
- portray a benchmark of students' learning.

Implementation: assessments

- offer students multiple and varied opportunities to illustrate knowledge and mastery of skills,
- address all types of student diversity,
- constitute opportunities to extend learning, deepen understanding, develop skills and attitudes,
- develop students' critical thinking skills,
- generate opportunities for self-reflection and peer assessment by students.

Feedback: assessments

- provide students timely and relevant feedback concerning their performance,
- inform subsequent instruction to enhance teaching and learning
- supply parents with ongoing and relevant feedback about students' learning,

Expected School-wide Learning Results (ESRLs)

Defining Guajome ESLRs is an on-going process, reviewed annually. During the 2010 WASC accreditation self-study, the GPA community articulated that GPA students are expected to be self-directed learners, effective communicators, critical thinkers, and responsible citizens. In all grade levels—elementary, middle school, and upper secondary grades--the goal of instruction is to promote student mastery of these ESLRs. The four ESLRs are incorporated into instruction in all subjects and are integral to school-wide assessments on an ongoing basis. This focus is evident in the school-wide writing rubric, in the ESLRs that are infused into subject area benchmarks, in the performance tasks designed for the instructional units, in the 10th grade project that showcases students' application of their knowledge, and in the school's Senior Defense presentation that requires students' reflection on how they have met graduation requirements.

Assignment of Grades

GPA has begun to implement a consistent and systemic K-12 framework for assignment of grades that accurately reflect and communicate student performance. This task was begun through publication of a grading scale and a school-wide rubric that defines levels of achievement in the areas of knowledge, understanding, communication, and technology. The school's work to further define student achievement based on alignment with learning

objectives and assessment criteria, such as those expressed by IB and state guidelines, is ongoing and evident in staff collaboration on instructional unit design and benchmarks (see below).

Grading Scale

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

School-wide Rubric

The school-wide rubric ensures that teachers conform to an agreed evaluation scale.

	Excellent	Good	Satisfactory	Mediocre	Poor
Percentage Grade	Completed requirements with 90% or better	Completed requirements with 80% or better	Completed requirements with 70% or better	Completed requirements with 60% or better	Completed 59% or less of basic requirements
Knowledge/Conceptual	Read, analyze, and synthesize multiple sources of information	Read and interpret text	Read and understand text	Read with limited understanding	Read with little to no understanding
Demonstrates Understanding	Thoroughly expresses varied ideas written/verbal/oral	Effectively expresses ideas written/verbal/oral	Expresses ideas written/verbal/oral	Limited expression of ideas written/verbal/oral effectively	Does not express ideas written/verbal/oral effectively
Communication Skills	Creative and clear usage of communication conventions	Good control of communication conventions	Simple usage of communication conventions	Ineffective control of communication conventions	Little to no control of communication conventions
Technology Skills	Professional and artistic use of technology to complete class assignments	Creative use of technology to complete class assignments	Use of packaged technology to complete assignments	Limited use of technology to complete class assignments	Little to no use of technology to complete class assignments

Instructional Unit Design

GPA assessments are integral to an instructional unit design template that has been adopted across the campus. Following the principles of Understanding by Design backward design models (*McTighe and Wiggins*) and closely aligned with California Content and International Baccalaureate standards, the template requires formation of a global essential question as well as clarity about what students should know and be able to do. Students' levels of knowledge and skills are assessed against defined assessment criteria. The assessment criteria include the IB criteria articulated for each subject area as well as additional criteria created by each department. The specific assessment tools for a given task are determined based on the desired outcomes. Both formative and summative assessments are utilized and evaluated, using student, department, or collaborative all-staff articulated rubrics. Formative assessments are used to gauge ongoing learning, to allow students to practice new knowledge and skills, to inform about necessary adjustments in instruction, and to invite students to evaluate one another and self. Summative assessments are administered within and at the end of the units to assess the skill and knowledge

students have gained, as articulated by the unit's initial goals and objectives. Assessment tasks frequently require that students apply their knowledge in a real world context in order to practice essential skills, such as critical thinking skills. Additionally, assessment tasks create opportunities for self-reflection and peer assessment.

Benchmarks

At least once a semester, staff administers a benchmark assessment to provide summative instructional data for each course. Products of collaborative design by subject area teachers, the benchmarks are intended to measure essential content which is aligned with state standards and core GPA values, as evident within our ESLRs, subject criteria, and the Learner Profile. Benchmark results are studied by staff collaboratively to inform instructional pacing within the various subject areas and to ascertain levels of mastery by students. Individual students' scores for the assessment as well as for each IB criterion assessed are disseminated to students and parents in class and via the school's electronic grade reporting system. Both students and parents are informed of students' levels of mastery as well as potential need for improvement.

Staff Collaboration

GPA Staff collaborates on the design of formative and summative assessments informally on an ongoing basis and formally during staff collaboration sessions dedicated to that purpose on pre-assigned Friday afternoons. This subject area articulation occurs both across and within grade levels. It follows the Understanding by Design backward unit design model that is implemented across the campus, ensuring that what students should know and be able to do is articulated first and is aligned with state content standards. Assessments are only then designed by staff to gauge what students know and are able to do. Upon execution of the instructional unit, staff analyzes students' products to evaluate students' mastery and to implement required revisions. The assessments imbedded within the units include, but are not limited to, tests, projects, compositions, performances, and presentations.

Communication with Students and Parents

Expectations for students' performance are articulated to students and their parents within web published course outlines, teachers' web sites, and within the classroom, at the start of each unit. Parents have access to an electronic Parent Portal that provides data about students' ongoing academic performance on all marked assignments. Similar information is provided to students within the classroom. In courses that constitute the two years of the International Baccalaureate Diploma Program (DP), students participate in internal and external assessments that are aligned with course and assessment design mandated by the DP. In addition to final semester grades generated in December and May, parents receive progress report grades twice each semester. To support student learning, feedback about student performance is informative and timely. Select formative assessments are not integrated into a students' semester mark but are planned, designed, and executed only to inform teachers and students about students' mastery and required consequent instruction. A student's final grade is expressive of the ultimate learning that takes place and is not, therefore, an average of all marked assignments. Teachers exercise discretion in determining what assessments—formative and summative—are reflective of the ultimate proficiency exhibited by the student.

External Assessments

GPA students participate in various external assessments, some mandatory and others voluntary. A detailed description of these assessments is available in the GPA course catalog.

Mandatory assessments:

- The Smarter Balanced system of assessments for mathematics and English-language arts in grades 3-8 and 11
- California Standards Test for Science in grades 5, 8, and 10.
- California Modified Assessment for Science in grades 5, 8, and 10.

- The California Modified Assessment (“CMA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CMA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards in science.
- The California Alternate Performance Assessment (“CAPA”) is administered in Science to students in grades 5, 8, 10.
- Optional for local educational agencies in (LEAs) to administer, the standards based test in Spanish.
- The California English Language Development test (CELDT) for students whose home language is a language other than English and who have not yet been re-designated (grade K-11)
- The California Physical Fitness test, grades 5, 7 and 9.
- **Senior Exit Outcomes**
Senior Exit Outcomes may include a culminating representation of student learning consisting of assessments such as projects, portfolios, essays, senior defense, etc.

Voluntary Assessments:

- ReadStep, to measure skills students need to be on track for college success, (grade 8)
- Preliminary SAT (PSAT) National Merit Scholarship Qualifying Test to measure critical reading, math solving and writing skills, grades 9-11
- Early Assessment Program (EAP) to measure college-level English and math readiness, grade 11
- Army Services Vocational Aptitude Battery (ASVAB), grades 10-12
- SAT and ACT assessments to measure readiness for college work, grades 11-12
- International Baccalaureate (IB) assessments for Full IB Diploma or Course Certificates, grades 11-12
- Advanced Placement (AP) assessments for college level credit, grades 11-12

Student Grade Bump Incentive

- A student who receives **Standard Met** or **Standard Exceeded** on an SBAC assessment will receive a **third of a letter grade bump** for the respective year long course. A student who scores **Proficient** or **Advanced** on a science CST will receive a **third of a letter grade bump** for the respective year long course.
- A student who **increases from Below Standard to Near Standard** will receive a **third of a letter grade bump** for the respective year long course.
- If a student qualifies for a grade bump, his/her parent/guardian will be responsible for initiating the petition with the registrar for a grade change.
- The grade bump will be posted on the student’s transcript prior to the Spring Semester of the following school year.

The form used to petition for a grade bump is available in the Counseling Department and on the GPA website. Petitions must be completed and submitted to the Registrar on or before September 30 for grade changes to be made for the previous year. Seniors are recommended to submit their completed grade bump petitions by September 15, to ensure that transcripts being sent to colleges are updated in time for application deadlines. The grade bump will be posted on the student’s transcript prior to the spring semester of the school year in which the petition is submitted.

State Mandated Assessments and Opt Out Procedures

Annually, most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) System. The tests in the CAASPP System provide information to teachers, parents/guardians, and students about students’ progress and readiness for college and career. In addition, students may also participate in the California Healthy Kids Survey (CHKS) to help the school determine how to promote better health and wellbeing among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. Pursuant to Education Code Section 6061, parents have the right to exempt their child from such assessments. If you have any questions regarding your child’s participation, or would

like to know more information about the content of the state assessments administered at Guajome Park Academy, please contact the main office and inform the office staff of your desire to learn more about and/or opt out of these assessments.

Academic Policies

1. All students are expected to come to school every day (see attendance section).
2. All students must sign an agreement to abide by the policies and expectations stated in the GPA Student Handbook and the Course Catalog.
3. Students must abide by the GPA Acceptable Use Policy (computer contract – see “AUP”).
4. Students are expected to abide by the GPA Master Agreement signed upon enrollment at GPA. The key provisions of the agreement include:
 - If student is currently receiving Special Education Services or 504 Accommodations, a copy of the current 504 or a copy of the current IEP and psycho-educational report must be provided PRIOR to orientation. In addition, a transition IEP must be held prior to the beginning of the school year.
 - Prior to enrollment, it is understood that Guajome must be notified of any active or pending expulsion or SARB hearings and/or active expulsion or SARB contracts. Failure to do so may result in immediate dismissal.
 - Student **will not** be enrolled in another public/private school while he/she is enrolled at Guajome.
 - **California Law permits the charter school to hold the parents liable for damages up to \$17,593 on any equipment, materials, and/or school property (Civil code 1714.1).**

Academic Probation

A student who, at the end of a grading period, earns a grade point average below 2.0 and/or are not on track with graduation requirements will be placed on academic probation. A Student Intervention Plan (“SIP”) will be initiated and a meeting held with the student by either counseling or administration. During this meeting, a written plan of action will be determined to support the student engaging expectations and commitments from school, student, and parent.

A student who fails to implement the action plan and stay academically compliant may be considered for an alternative educational placement and/or will jeopardize their placement at GPA.

Academic Integrity Policy

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

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

1. Cheating - any intentional giving of or use of external assistance relating to an examination, test or quiz without explicit permission of the teacher. This includes looking on another student's paper, sharing answers, copying another student's paper, or using answers written on a cheat sheet, part of the body, the desk, etc.
2. Fabrication - any intentional falsification or invention of data, data citation, or other authority in an academic exercise.
3. Unauthorized collaboration - while collaboration is often encouraged, unauthorized collaboration is not permitted.
4. Plagiarism - any intentional representation of other’s ideas, words, or works as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The

original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.

5. Alteration of materials - any intentional and unauthorized alteration of student, teacher, or library materials.
6. Forgery - any unauthorized signing of another person's name to school related documents.
7. Theft - any theft of materials.
8. Transfer of unauthorized materials - any giving or selling of unauthorized materials.

Academic Integrity within the IB Diploma Programme

All students entering the IB Programme, be that full Diploma candidates or students taking individual course work sign a declaration stating that all work is their own.

As stated within International Baccalaureate handbook on Academic Honesty, malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, etc.).

Avoiding Plagiarism

As stated within the IB's Academic Honesty Policy an "authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged." Assessed work includes both written and oral assignments for internal or external assessments. This assessed work must be in a student's own language and expression with all sources acknowledged whether quoted directly, paraphrased, or used for ideas. If there is any doubt, students should cite a source or not, they should cite.

GPA teachers will check student's work for plagiarism using web-based plagiarism prevention and education systems, such as, but not limited to, sites similar to Turnitin.com

Cite and Acknowledge Sources

Guajome Park Academy uses the MLA referencing system. Beginning in sixth grade students begin becoming familiar with and utilizing the requirements of MLA formatting.

When individual subjects/teachers have their own specific requirements, guidelines will be provided by the subject teacher.

Students Must Acknowledge:

- Sources for all verbatim quotations of two or more consecutive words.
- Sources from which students paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common knowledge but which the reader might still find unfamiliar
- Sources for materials including media other than written text (including but not limited to: film, podcast, visual images, music, etc.)
 - The IBO states in their Academic Honesty Policy document that:
Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism.

CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

The IBO will randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com

Collusion v. Collaboration

Within the Diploma Programme, assessment, at times, requires that students work in collaboration to meet a common assessment goal. In these situations, all members of the group are expected to participate in an equal and fair manner.

The rules for acknowledging sources will still apply, and in addition, the following is permissible:

- Discussion with other students around issues arising from the work to be assessed.
- Discussion with other students regarding ways to address issues arising from the work to be assessed.
- Sharing of location and sources of information relevant to the assessment.

The following is NOT permissible in group work:

- Allowing a member or members of the group to write any part of your assessment piece.
- Allowing a member or members of the group to write any part of another member's assessment piece.
- Giving a copy of one student's work with respect to that assessment to any other student within the group

Students must clearly understand the difference between collaboration and collusion. Collusion is a form of plagiarism. It can result from improper collaboration during group work and involves at least two people. To avoid collusion in group work, students should take their own personal notes during meetings. Collusion can also occur when one student allows another to copy his or her own work, even if that student makes changes to the work to make it look different.

Consequences of Malpractice

- Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:
- Malpractice Identified Before a Submission Date to IBO
- If malpractice is identified before a school based due date, the student will have a chance to correct the problem(s) in time to meet the IBO's submission date. If the student does not meet the due date, a failing grade will be given.
- Malpractice Identified Internally On or After a Submission Deadline
- This situation is likely take place with work set by teachers and not necessarily required by the
- IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place. If malpractice is confirmed, this will likely have a significant impact on the student being able to receive the IB Diploma under IB rules.

Malpractice Identified Externally by IB Examiners

- Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to the following:

- Bringing unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate

- Failing to comply with the instructions of those conducting the exam
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination

Guajome Park Academy Staff must not engage in the following:

- The unauthorized rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Opening examination papers prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB diploma
- Leaving candidates unsupervised during an examination period
- Allowing additional time in examinations without IBO approval
- Releasing an examination paper, or disclosing information about the content of a paper within 24 hours after the examination

Consequences of Academic Dishonesty

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

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

Withdrawals from School

Students planning to transfer to another school must present a written request from a parent/guardian to the Registrar. The Registrar will issue a withdrawal slip for the student to present to teachers (on the last day of attendance) in order to receive grades, return textbooks, and clearing all debts (i.e. library fines). Transcripts will be sent to the student's new school upon request. Withdrawing from school for any reason requires contact or a meeting with a Counselor and/or Administrator prior to withdrawal. California state laws require all students to enroll and attend school until they have received a diploma or are 18 years old.

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

A student who is dismissed from GPA due to non-compliance will be eligible to apply for main campus re-enrollment if they are grade-level credit compliant and in good standing upon application. A dismissal from GPA, due to non-compliance, is for a period of the semester in which the dismissal occurred plus two additional semesters (up to 18 months). Students may be eligible to attend GPA alternative programs if not credit compliant. Student would need to speak with a GPA Counselor for more detail.

Student Transfers

High school students may submit transfer requests from GPA to Vista Unified School District High Schools during the first two weeks of each semester. Students must be grade-level credit compliant and have a current transcript available. Students transferring into GPA from any high school must meet GPA graduation requirements in order to receive a diploma. For coursework offered at GPA, work in-progress will be considered. For courses not offered at GPA, credit may not be given to students for these courses.

Repeated (Remedial) Classes

Only a grade of "D" or "F" can be repeated. Students who fail a course required for graduation must repeat the course and earn a passing grade. An "R" will be placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. It is highly recommended that

students retake failed courses in the alternative sessions immediately following the corresponding school year. Please note that NOT ALL courses are available through an alternative means. Students may need to go to other accredited institutions in order to retake a course. Students are strongly encouraged to repeat any course in which a "D" or lower grade was earned. (UC and most four year colleges do not accept grades of "D" or lower.) Only the new grade will be used in computing the grade point average. Please refer to the course catalog and contact the Counselor for specific subject area course requirements.

Incomplete Grades

A student may receive an incomplete ("I") upon Administrator or designee approval if a situation would warrant such action. Students will be required to complete all necessary coursework prior to the end of the ensuing semester. If course requirements are not completed within the stated timeline, a "zero" will be given for the incomplete work and a final grade will be determined and recorded.

Course Grade Change

A student will receive a grade for any given course of instruction determined by the teacher who taught that course. All grades are considered final when assigned by the teacher at the end of a semester. The teacher may request a change of grade when an error of technology or procedural nature occurred in the original assignment of the grade. A grade may not be changed as a result of a reassessment of student work. Also, a grade may not be changed as a result of submission of additional work after the end of the ensuing semester unless there was medical or health related issue which inhibited the student to complete the work by the stated due dates.

If a grade change request takes place outside of the first two weeks of the following semester, administrator or designee approval is necessary before the change will go into effect.

Homework/Missed Exams/Late Work Policies

Each teacher has his/her own policy for homework, missed exams, and acceptance of late work. It is the student's responsibility to become familiar with the teacher's policies and adhere to them. Some grade levels or subject areas establish a common grade level policy on late work. Teachers will let students know if there is a common grade level or subject area policy for late work. School policy will provide late work make up based on the number of days of excused absences plus an additional two days to complete the work to avoid any teacher late policies. Upon return from absence, students are responsible to make immediate contact upon return with teachers to collect and submit missing work during this window. Make up work for unexcused absences is at the sole discretion of the teacher.

Off-Campus Credit Policy

GPA encourages students to attend community college and complete credits that will be applied towards either high school credit to meet graduation requirements or college credit after graduation from GPA. GPA has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges. GPA students wishing to receive credit at GPA for classes taken from accredited institutions off campus (i.e. other high school programs, college, on-line courses, etc.) must complete a "GPA Off-Campus Credit Approval Form" **PRIOR TO ENROLLING IN AN OFF-CAMPUS CLASS**. Forms may be obtained from the High School Counselor. The Counselor will maintain a copy of the completed and approved form. The official "GPA Off-Campus Course" guidelines are detailed in the GPA Course Catalog.

Work Permits

All students and persons under 18 years of age, including emancipated minors and high school graduates, **MUST** have a work permit to be legally employed. Work permits are issued by the Work Experience Coordinator or designee and are valid for one school year at a time. Students must renew work permit yearly, as well as each time they change jobs. Students must maintain a minimum of a 2.0 grade point average in order to remain eligible for a work permit. A student's work permit can be revoked if a student falls below a 2.0 grade point average. The 2.0 grade point average requirement may be waved with administrative approval. In addition, if a student has excessive tardies/absences, or engages in behavior that leads to expulsion, risks having the work permit taken away

by school personnel, meaning student may no longer legally remain employed. Additionally, students may NOT be employed during scheduled school hours.

Student Representation

Students who participate in internships, job shadowing, or other opportunities in the community are representing GPA and must adhere to GPA rules, regulations, and appropriate behavior, as outlined in this handbook under *Expectations*, keeping in mind to represent GPA properly at all times. Students who violate GPA rules and regulations or engage in behavior that reflects negatively on GPA will no longer be allowed to participate in these activities.

Student Confidentiality

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

Community Service

All students at GPA are required to perform 30 hours of community service during each school year per the GPA Charter. Community service is a donated service or activity performed by someone in order to make a difference for an individual person, a given group, or the greater community. The purpose of community service is to embrace our Expected Schoolwide Learning Results (“ESLRs”), meet our IB eligibility criteria, get involved, contribute, and be engaged in the community.

Students should complete the community service requirement by stated deadlines. Students are encouraged to complete 15 hours each semester. Students who enter GPA during the second semester will only be required to complete 15 hours of community service.

Students who do not complete community service hours may not receive priority registration of courses for the following school year and/or may lose eligibility to re-enroll at GPA for the following school year. Seniors who do not fulfill the community service requirement will not meet graduation criteria, and therefore, will not receive a diploma from GPA, and will not be allowed to participate in senior-related activities, including, but not limited to: prom, graduation ceremony, and grad night. Eighth grade students who do not fulfill the community service requirement will not be allowed to participate in eighth grade-related activities, including, but not limited to: eighth grade dance and lock-in. Additionally, any student who does not finish community service by the communicated spring deadline, will not be eligible to participate in school activities

Community Service Forms are available on the GPA website, and must be submitted to the appropriate person at the end of each progress period. The organization/supervisor at which the community service hours are conducted must be someone other than the student’s parent/guardian; and contact information and a signature must also be provided for verification purposes.

Guidelines to fulfill the GPA community service requirement are as follows:

1. Students may choose many different types of community service. The type of service that a student chooses to complete will involve giving of time to the community or school.
2. Students should keep a record of community service on the designated Community Service Forms and submit them to the appropriate person.
3. All community service hours must be completed during the school year. Community service hours completed during the summer preceding the following school year **WILL NOT** count towards fulfillment of the community service requirement without **prior administrative/designee approval** which must be received **before** the last day of school. The petition form for summer community service credit is available in the Counseling Department and on the Guajome website. Students are

- to submit completed community service logs for approved summer hours to the Counseling Department by September 30 of the following school year.
4. Students will be informed of community service opportunities, but are also expected to seek out other opportunities. Opportunities for community service may include but is not limited to: peer tutoring, Key Club, GPA Foundation, business and community partnerships, recycling (in the community), ASB, peer mediation, assisting in a nursing facility, and serving food for homeless families. GPA believes that service should be a way of life, and student is encouraged to humbly serve others and the community as often as possible.
 5. The chosen service must be for someone outside of the immediate family and the form must be signed off by that third-person (for example: grandparent(s), teacher(s), counselor, etc.).

Transcripts and Records

College applications, and sometimes a job application, require a copy of school grade record. Transcripts are maintained by the Registrar. A student may request that transcripts be sent to another school by completing a transcript request form in the Registrar's Office. Transcript request forms will require a parent/guardian signature. If the student is 18 years of age, student may sign the transcript request form. Please allow five business days for these requests to be processed. There is no charge for the first transcript. For the second request and beyond, a \$5.00 charge must be paid at the time of the request (cash or money order only)

Student Scheduling and Class Change Policy

The underlying considerations when reviewing student schedules and class changes are three-fold; to support student in meeting graduation requirements and A-G University pre-requisites, to provide student/parent choice when possible, to effectively utilize and be good stewards of GPA's fiscal resources so GPA can continue to provide educational choices for the community.

Background and Process:

During scheduling, student and parent/guardian have a variety of opportunities to provide input regarding the course selections,

1. In February/March, High School Counselors provide student with a transcript showing work completed and work in progress during the scheduling sequence. Additionally, graduation status letters are also mailed home to all sophomores and juniors. The student and parent/guardian should check the transcript and/or graduation status letter carefully to ensure that student is meeting graduation requirements and to use the document as a guide in selecting classes for the following school year.
2. If a student becomes **twenty credits deficient**, they will jeopardize their placement at Guajome Park Academy. The student may be able to attend the Guajome Learning Centers to recover those credits.
3. In March, High School Student Request Forms are distributed to current students enrolled in Grades 9 - 11, and the course catalog is available for review prior to class selections. A parent signature is required on all Request Forms.
4. In March, if there are concerns or questions regarding classes and requirements, contact should be made with the Counselor before student registers.
5. In April/May, students are automatically placed in core courses to meet graduation requirements and A-G expectations.
6. Electives are determined by student preference, class size, class availability, and grade-level placement with seniors receiving priority.
7. Once the semester starts, class changes will only be considered during the first two weeks of school.
8. **Failure to submit course selections forms by stated due dates can result in students not being placed in their primary selected courses.**

Criteria for courses changes:

- Student has failed pre-requisites
- Student has taken the course in question over the summer and no longer needs the class
- Student needs a schedule change due to graduation requirements
- Student has been placed in an incorrect skill level class

- Student is a senior who is on track for graduation and is requesting a minimum class schedule
- Occurrence of over-enrollment in a class where numbers must be reduced or under-enrollment where numbers must be increased

Further Understandings:

- A. Elective changes will be considered *only if* it is for a class that is offered during the same period and is an appropriate grade-level placement.
- B. Once a course change is accommodated per request, additional class changes will not be made for the remainder of the school year.
- C. Schedule change request forms *must be* returned to the Guidance Department with parent and Administrator or designee signatures **within 24 hours** or the change request will be voided.
- D. Submitting a schedule change request form does not guarantee a spot in a class. All classes are subject to availability and the aforementioned criteria.

ATTENDANCE

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

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

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

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

Attendance Definitions:

Excused Absences

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

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

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

Unexcused Absences

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

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

Tardies

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

Students will be marked tardy, late, or absent depending on the length of the tardy. If a student misses any 30 minute period of instruction during the school day, the student will be marked late and the late mark considered as a potential truancy issue. Once a student has been marked tardy, the tardy will only be cleared by the Attendance Office for excused reasons (doctor, sick, dentist, etc.); and it is requested that the clearance be provided within 72 hours of a tardy.

Each student’s attendance will be checked weekly. Tardies that have not been cleared will be reported and consequences will be assigned including, but not limited to, detention, Friday school, attendance letter, and/or non-compliance letter.

A student will be assigned a Friday School for tardies based on the following:

- Friday school will be assigned for every five tardies
- Further tardies may result in non-compliance letter(s) being sent home and/or continued assignments to Friday School

Additionally, failure to attend an assigned Friday school will result in re-assignment of that Friday school plus an additional Friday school. If unexpected situations develop and the student is unable to attend the assigned Friday school, a 24 hour advanced notice is required for re-scheduling. Continued non-compliance may jeopardize enrollment at GPA.

Excused and Unexcused Absences

A student with excessive tardies, unexcused absences, or trancies can jeopardize placement at GPA by not meeting attendance expectations.

- Whole day or period absences that are not cleared will be recorded as trancies or unexcused absences. It is recommended to clear absences within 72 hours (three days).
- Illness or medical emergencies validated by a note from a parent/guardian or physician are excused absences. It is the parent/guardian or student’s responsibility to clear all absences. Upon returning to school after an absence, a note from a parent/guardian or doctor must be presented to the Attendance Office prior to the student returning to class.
- Student must take the initiative to contact the teacher to receive missed assignments. It is not the responsibility of the teacher to initiate contact with student in distributing missed assignments.

- Work assigned prior to an absence is due upon the student's return.
- A student returning from excused absences will be allowed to make up missed work. Upon returning to school, the student will be allowed the same number of days plus two additional days to make up work as he/she was absent (e.g., if a student was absent for three days, upon return to school, the student will have five days to make up the work). Stated teacher policies may provide additional flexibility to make up assignments and these may vary from teacher to teacher.
- A student returning from unexcused absences/truancies may or may not be allowed to make up missed work based on teacher classroom policies.

Excuses Prior to Absence

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

Leaving School Early

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

Should a student need to leave campus at any time or for any reason, a parent/guardian must authorize the student's request to leave and must sign the student out through the Attendance Office prior to leaving campus. A student leaving campus without being signed out and without notifying the Attendance Office will be considered "unexcused" or "truant" and may not be eligible to make up missed work. Additionally, this could result in truancy action.

Student is *solely* responsible for arranging to make up missed work with each teacher.

Short Term Independent Study ("STIS")

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

The following applies to STIS agreements:

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

Unscheduled Blocks

If a student has an unscheduled period/block, the student will not be allowed on the GPA campus. Students are allowed on campus only during scheduled periods/blocks.

Truancy

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

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

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

Step 3: **NINE UNEXCUSED ABSENCES** generate the third notification of truancy. Letter will be placed in student cumulative folder, mailed home, and the student may be dismissed from GPA and referred back to district of residence.

BEHAVIOR

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

Student Intervention Policy

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

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

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

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

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

The *Intervention Action Plan* will be provided to the student and parent.

- If the *Intervention Action Plan* does not result in the student regaining and maintaining satisfactory standing, a *First Warning Letter of Non-compliance* is sent to the parent/guardian listing concerns and recommending that contact be made with the teacher.
- If the non-compliant status continues or recurs, a *Second Warning Letter of Non-Compliance* is sent to parent/guardian requesting that immediate contact be made with administration.
- Continued or recurring non-compliance will result in a placement review by an administrative panel. The review may result in dismissal from GPA. A decision to dismiss student from GPA, will result in a formal

Notice of Dismissal and notification of the dismissal to the student's district of residence. Additionally, the parent/guardian will be informed of California's compulsory attendance laws.

A student who receives the Second Warning Letter of Non-Compliance will lose all privilege of participating in co and extra-curricular activities including, but not limited to, athletics, senior activities, drama productions, dances, and other after school events.

A student who commits flagrant or recurring violations of the discipline and behavioral guidelines may be subject to immediate review and dismissal.

Petitioning a Notice of Dismissal

A dismissed student from GPA who has received their final non-compliance letter has the right to petition the school for re-admittance. To petition the Notice of Dismissal, the petitioner (parent/guardian or student over 18 years old) must submit a signed and dated letter, petitioning the dismissal. The GPA administration must receive the letter within ten (10) business days of the dismissal date.

Support documents may include:

- An explanation indicating special circumstances, which in the opinion of the petitioner warrant a suspension of the dismissal.
- Support documentation (i.e. input from teachers, parents, student) advocating a suspension of the dismissal and return to GPA based on extenuating circumstances or a commitment to remediate the issues
- A plan that leads to student success at GPA
- A request for an oral presentation to petition the panel for re-admittance into GPA

Upon receipt of the petitioning letter, GPA will conduct a review within ten business days of receipt of the petition. The petitioner will be notified of the decision by phone within three workdays of the review and by a written confirmation, which will be mailed. The panel review decision is final. If the petition is approved, the student may be placed on a Probationary Enrollment Agreement for the following school year.

Closed Campus Policy

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

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

The Antique Gas and Steam Engine Museum ("AGSEM") is considered part of GPA's campus; however, a student is only allowed to travel to the AGSEM site if student has a scheduled class at the AGSEM site, or is being supervised by staff member/authorized adult. Student will be considered outside of the closed campus boundaries if student is at the AGSEM when not attending a class or unsupervised.

Authorization for Leaving Campus:

1. Student is authorized to leave campus for fieldwork under the supervision of an authorized adult.
2. Student is under the direct supervision of a GPA staff member.
3. Parent/guardian signs student out.
4. Senior or junior is authorized to take an off-campus class (Community College, etc.).
5. Senior or junior has been granted an Off-Campus Lunch Pass. A student will have this privilege suspended or lose this privilege if he/she fails to maintain academic compliance, attendance, and/or conduct. If

student is in receipt of a non-compliance letter during the current school year or has excessive tardies, this will result in either having the Off-Campus Lunch Pass revoked or suspended upon administrative review.

Visitors

In order to ensure campus security and protection to students, strict enforcement of policy regarding the presence of non-students on campus is enforced.

1. Campus visitors, including parents and guest speakers, must check in at the front desk and receive a visitor's pass if they are on campus between the hours of 7:15 a.m. until 3:30 p.m. The visitors pass must be displayed prominently so that staff will be able to identify the visitor properly.
2. Only students registered and attending Guajome Park Academy may be on campus during school hours, no other students are allowed to be on campus during school hours. Students who have been assigned to home suspension are considered non-students during the term of their suspension, and their presence on campus or at any school-sponsored event is not permitted.
3. Parents entering to see and/or sign a student out of class must be prepared to present proper picture identification.
4. Students may not be released to any person other than the parent or guardian without their parent's/guardian's authorization.
5. While on campus, all visitors must strictly adhere to Guajome policies and directives given by staff, including but not limited to; emergency drills and protocols.
6. Any visitor who disrupts the learning environment will be subject, but not limited to the following consequences: immediate removal from the premises, police intervention, and or a permanent ban from the campus.

Dance Conduct Contract

Attending any extra or co-curricular activity at GPA is a privilege not a right. To attend a school sponsored dance, a student must be in compliance and agree to the following criteria:

1. At the progress reporting date, the student must have at least a 2.0 gpa to attend the dance. Students who have improved their gpa since the progress report or semester report card to a 2.0 or better may submit a fully completed petition form to Administration for approval one week prior to the dance.
2. Student was not removed from the previous dance for inappropriate behavior.
3. Student was not suspended (in-school suspension included) since the last dance.
4. Student has not received a Friday school since the last dance (served Friday school for first five tardies is acceptable).
5. Student has not received the second non-compliance letter during the current school year.
6. Student does not have more than three unexcused absences.
7. Student is aware that if student brings a guest that is not a GPA student, student is responsible for any misconduct the non-GPA guest displays and will endure the consequences.
8. There will be no FREAKING or inappropriate dancing.
9. If a staff member makes a request to either GPA student or non-GPA guest, student and/or guest will immediately comply. Failure to do so is defiance and will be addressed accordingly by administration.
10. If student is in possession of, sold, or otherwise furnished illegal substances, (including cigarettes) or under the influence of any controlled substance including but not limited to alcoholic beverages or intoxicants of any kind, student will be immediately escorted out of the event and receive appropriate consequences.
11. Student understands that student cannot leave the dance early without having a parent sign student out.
12. Student understands that student must be picked up within 30 minutes of the conclusion of the dance. Failure to comply will result in ineligibility to attend the next dance.
13. Students who do not attend at least a half day of school on the Friday before a dance are not eligible to participate in the dance itself.
14. School dress code policy applies to the dance unless otherwise notified.
15. Guest pass applications must be turned in two days prior to a dance, the following rules apply to guest passes:
 - a. All guests must have a picture ID to enter the dance.
 - b. (Middle School Only) The guest must be a middle school student.
 - c. (High School Only) For all dances on campus, the guest must be a current high school student.

- d. (High School Only) For Winter Formal and Prom, the guest must be a current high school student, or if the guest is not currently in high school, the guest must be personally interviewed by a GPA Administrator.
 - e. (High School Only) GPA alumni are allowed to attend Homecoming, but must obtain a guest pass.
16. All dance tickets that are sold are non-refundable after the sale has been completed.

Distribution of School-Related Publications

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

Dress Code

Student behavior is greatly improved, which leads to a more productive working environment, when a student is dressed appropriately for school. GPA has established a dress code that gives families flexibility in the way their student dresses. Use good judgment when dressing for school and all school related events. Appropriate dress is an important life skill a student needs to learn. Dress codes are reviewed and renewed as styles change and as students use clothes to make negative affiliations with outside groups or dress becomes a safety issue. A student will not be allowed to remain at school in clothing that is inappropriate or otherwise unsafe, offensive, or disruptive to instruction. Consequences for inappropriate clothing range from a simple change of clothing and/or detention to student suspension from school, depending on the specific infraction of school policy.

State law requires that students wear shoes at all times.

The following clothing items are not allowed:

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

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

Drug/Alcohol Possession

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

another person something that looks like that controlled substance/alcoholic beverage, the same penalties listed above apply.

Electronic Devices

A. Cell Phone Use

Cell phones are not to be used inside any school building. Cell phones must be off except for: before and after school, and during break, lunch, and passing periods. Cell phones are not suitable calculators in classes and are not to be used as a calculator or utilized as an iPod platform to listen to music. Cell phones are not to be used to access the web, to send text messages during instructional time, or for any use other than as a phone. A student is expected to always follow adult directions regarding cell phone use. The following protocol for violation of cell phone rules will include:

1. First Violation - if phone is out – the teacher will take the phone and the student must retrieve the phone from the teacher at the end of the day.
2. Second Violation – if phone is out – the phone will be given to administration and the student must retrieve the phone from an Administrator at the end of the day.
3. Third Violation – if phone is out – the phone will be given to administration and the student's parent/guardian must retrieve the phone from an Administrator.

B. Personal Audio Devices

Personal audio devices may be used during non-instructional time and must be off except for: before and after school and during break, lunch, and passing periods. In-class use is only allowed with teacher discretion and permission. The volume of personal audio devices should be at a safe, respectable level. No external speakers are allowed. A student is expected to always follow adult directions regarding personal audio device use. The following protocol for violation of personal audio devices will include:

1. First Violation - if personal audio device is out – the teacher will take the device and the student must retrieve the personal audio device from the teacher at the end of the day.
2. Second Violation – if personal audio device is out – the device will be given to administration and the student must retrieve the personal audio device from an administrator at the end of the day.
3. Third Violation – if personal audio device is out – the device will be given to administration and the student's parent/guardian must retrieve the personal audio device from an administrator.

C. Other Electronic Devices

All other electronic devices **will not** be used or turned on anytime during the school day, unless a teacher gives permission to an individual student.

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

Student use of drones or any other airborne apparatus is strictly prohibited on the campus of Guajome Schools.

Facility Rules

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

Designated Eating Areas

GPA provides students with a breakfast, healthy snacks, and lunch, which are available to purchase before school, at break, and during lunch. Food purchased at the food service area (Building 2) or food brought from home can only be eaten in lunch patio area. As a 12th grade privilege, a senior area has been established where SENIORS ONLY may eat CONTINGENT upon good behavior.

Any food delivered to campus from an offsite vendor is strictly prohibited.

Electronic Surveillance

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

- the security of the facility
- to inhibit vandalism to the site and other misconduct on the site
- evidentiary purposes

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

1. The video cameras will record pictures only, and will not record such areas as inside restrooms, classrooms, or counselor offices, as opposed to areas generally accepted as public, such as, but not limited to:
 - outdoor campus areas
 - parking lots
 - walkways and hallways
2. The video cameras will generally not be monitored and are intended to read and store the images for future reference.
3. The video cameras may be programmed to record continually.
4. Video recordings may be erased, deleted, or destroyed after ten (10) days, unless there is an administrative decision to maintain recordings for a longer period of time.
5. Video recordings are the property of GPA and may be reproduced only as permitted by law.
6. The automatically operating video cameras might record conduct upon school grounds and may not be continually monitored.
7. Video cameras will not record audio.

Fighting and Intimidation

Fighting and intimidation are not tolerated and are dealt with immediately. If student engages in intimidation or fighting, student is subject to suspension and/or possible immediate expulsion from GPA. Engaging in any violence (hitting, throwing, fighting, etc.) may result in referral to law enforcement authorities depending upon the act committed. Parents may be held liable for their student's actions, which mean they can be held financially responsible for a crime that their student commits. GPA has a Conflict Resolution/Peer Mediation team that can intervene before a conflict turns into a fight. If it is believed that there is the need for a conflict resolution session, a teacher, Administrator or designee, or a school Counselor should be contacted immediately. Students must solve problems at GPA without fighting.

Law Enforcement Notification

1. Law enforcement shall be notified prior to suspension or expulsion of student of any kinds of acts, which may constitute an assault upon another with a deadly weapon or instrument other than a firearm, or, by any means of force likely to produce great bodily injury.
2. Law enforcement shall be notified of any acts of a student that may involve bringing or possessing a firearm, dirk, dagger, knife having a blade longer than 2 ½ inches, folding knife with a locking blade, a razor with an unguarded blade, a taser, or stun gun.
3. Law enforcement shall be notified within one school day after suspension or expulsion of any acts of a student that may involve the use, possession, or sale of narcotics, or a controlled substance, alcohol, or an intoxicant of any kind.

4. Law enforcement has the right to meet with student without prior parent/guardian permission. However, notification will be provided to parent/guardian by GPA at some point whether before, during, or after incident involving law enforcement.

Non-Harassment and Non-Discrimination Policy

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

Uniform Complaints Policy

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

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

Each of the complaints listed below are governed by a different set of laws, procedures, and forms. The summary page indicates the procedure to be followed and the forms to be used. The detail sections contain the full written procedure and a copy of the appropriate form.

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

Hopefully, this guide will be helpful. Please contact the GPA Central Administration Office for any questions regarding this document.

A. COMPLAINTS CONCERNING GPA PERSONNEL (Non-Management)

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

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

1. To employee
2. To site administrator or supervisor
3. To the Charter School Superintendent ("CSS")

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

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

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

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

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

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

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

B. COMPLAINTS AGAINST GPA PERSONNEL (Management)

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

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

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

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

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

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

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

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

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

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

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

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

C. COMPLAINTS OF DISCRIMINATION

1. Nondiscrimination Philosophy and Policy Statement

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

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

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

2. Definitions

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

1. **Complaint** – Any allegation by an employee or applicant for employment of a violation, misapplication, or misinterpretation of written GPA employment policies and/or procedures resulting in adverse conditions personally affecting the employee, and that such treatment was based on race, ancestry, national origin, color, sex, religion, physical disability, and/or age (over 40). Other employer-employee relations' matters for which a specified method of review is prescribed by law or within a negotiated agreement are not within the scope of this procedure.

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

3. General Provisions

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

4. Level I

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

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

5. Level II

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

The Director of Human Resources or the designee of the CSS shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, and appropriate staff members, and review of the supervisor/site administrator's report and all other relevant documents. If a response from third parties is necessary, the Director of Human Resources or designee of the CSS may designate up to ten (10) additional working days for investigation of the complaint. With the complainant's consent, an additional period of

time may be allowed for resolution of the complaint. Every reasonable effort will be made to resolve the problem in a manner acceptable to all parties. Complaint forms will be available from the Personnel office.

6. Level III

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

7. Level IV

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

8. Alternate Steps

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

9. Civil Law Remedies

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

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

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

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

- Special Education Program

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

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

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

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

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

1. Uniform Complaint Procedures

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

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

Unlawful discrimination is prohibited by the following Federal statutes:

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

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

2. Appropriate Investigation of Complaint

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

3. Written Decision

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

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

4. Appeal to the CSS

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

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

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

5. Appeal to the Board of Directors

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

Off Limit Areas

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

- The parking lots
- Public streets adjacent to campus
- Other classrooms
- Museum grounds
- Sidewalks along the perimeter of the school
- The area behind the gym/wellness center

Parking Permits

If a licensed student wishes to drive to and park at school, student must have a valid and up-to-date parking permit issued by the school. Student must obtain parking permit application forms from lower floor of Administration Building, complete the required forms, and return completed forms with originals of the following: driver's license, car registration, and proof of car insurance. Student and parent signatures are required to process the application. If the application is approved, a parking permit will be issued and placed on/in the student's car. Students are required to park in designated areas, and parking permits must be displayed on vehicles.

Parking at GPA is a privilege. If a student violates school rules, the permit to park on campus may be suspended or revoked. This will be the case even if a student pays for a premium spot. If a student is in receipt of a non-compliance letter during the current year, student may be ineligible for parking privileges. If any unauthorized vehicle is located on GPA's campus without permission, it can be towed at owner's expense. Additionally, all vehicles can be searched without owner consent per local ordinance.

Students are expected to engage in safe driving practices within and outside school grounds. If student engages in unsafe driving on campus property (speeding, failure to yield to pedestrians, etc.), student's driving permit may be suspended or revoked as well as other consequences may be assigned.

Summary of DMV law:

1. A driver with a provisional driver's license must be accompanied and supervised by guardian or other licensed driver 25 years of age or older, or by a licensed or certified driving instructor when:
 - Transporting passengers under 20 years of age at any time, for the first **twelve months**;
 - Driving between 11:00 p.m. and 5:00 a.m. for the first **twelve months**.
2. When student turns 18 years of age, the provisional part of the license ends.

A student must have a signed parent/guardian permission slip prior to being a passenger in another student's vehicle. The driver must meet DMV criteria #2 outlined above in order to have a passenger in the vehicle.

Personal Items

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

School Property Damage

California Law permits the charter school to hold parents liable for damages caused by their student for up to \$17,593 on any equipment, materials, and/or school property; *Civil Code 1714.1*.

Student Drop-off and Pick-up

For safety of students, drop off time is after 7:00 a.m. each school day. Pick up time is no later than 4:15 p.m. Monday-Thursday and 1:15 p.m. on Friday. There is no supervising staff outside of these times. If a student is participating in an afterschool program, pick up time is no later than 30 minutes after the activity is finished.

Public Displays of Affection

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

Robbery, Theft, or Extortion

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

Search and Seizure

GPA recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or GPA rules and regulations, jeopardizes the health, safety, and welfare of students and GPA employees. Incidents which jeopardize the health, safety, and welfare of GPA students and employees may necessitate the search of students and their property.

1. Student Searches

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

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

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

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

Prior notification to parent/guardian is not required. Refusal by student to cooperate with search could result in dismissal from GPA.

2. Lockers

Student lockers are school property and remain at all times under the control of GPA. However, a student shall assume full responsibility for the security of student's locker(s). Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement.

3. Vehicles

Students are permitted to park on school premises. However, any public school ground utilized by any student contained therein or any other area that may be set aside for the personal use of the student remains under the exclusive control of GPA. As such, student vehicles may not be used to store illegal, unauthorized, or contraband materials.

Pursuant to California Vehicle Code 2113, the acceptance and use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement.

Sexual Harassment

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

Student Freedom of Speech and Expression

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

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

Circulation of Petitions and Other Printed Matter

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

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

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

Buttons, Badges and Other Insignia of Symbolic Expression

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

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

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

Unofficial School Publications

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

The following points apply to unofficial student publications:

1. GPA may disassociate from the material printed inasmuch as it is not an official publication of the school.
2. GPA administration or designee may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during lunch period or the half hour after dismissal.

- b. In locations that do not obstruct the normal flow of traffic within school or at entrances.
 - c. Without undue noise.
- 3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
- 4. "Distribution" means dissemination of a publication to students at a time and place of normal school activity, or immediately prior to or subsequent thereto, by means of handing out free copies, accepting donations for copies of the publication, or displaying the student publication in pre-approved areas of the school which are generally frequented by students.

School officials cannot:

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

Other forms of Student Expression

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

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

Threats

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

Tobacco Use or Possession

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

Trespassing

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

Verbal Threats

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

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

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

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

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

Weapons

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

General Information

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

Behavior Matrix

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

Violation	1 st Offense	2 nd Offense	3 rd Offense	Repeat Offenses
Academic dishonesty	Zero on assignment Parent contact Unsatisfactory citizenship for 6 week grade report	Zero on assignment Teacher/parent conference Non-compliance Action Unsatisfactory citizenship for 6 week grade report	Zero on assignment Admin conference Non-compliance Action Unsatisfactory citizenship for 6 week grade report	Fail course if in same class
Class or lunch cut	Friday School Parent Contact Off-Campus lunch pass revoked or suspended	Friday School Parent Contact Off-Campus lunch pass revoked or suspended	Parent Contact Non-compliance Action Off-Campus lunch pass revoked	Same
Cell Phone Violation*	Confiscation Parent contact	Confiscation Parent pickup after school	Confiscation Parent pickup after school Friday School	Friday School Non-compliance Action
Disrupting the Learning Environment (In the Classroom or at a School Event)	Administrator or designee conference Parent contact Detention Friday School Suspension (possible dismissal based on incident)	Administrator or designee conference Parent contact Detention Friday School Suspension Non-Compliance Action (possible dismissal based on incident)	Same Dismissal	Same Dismissal
Defiance	Administrator or designee conference Friday School Suspension Non-compliance Action	Same	Same Dismissal	Same Dismissal
Dress Code Violation*	Send to Health Office to change/fix clothing Parent contact Confiscation	Send to Health Office to change/fix clothing Parent contact Confiscation	Parent contact Friday School Confiscation	Non-compliance Action
Electronic Device Violation*	Confiscation Parent contact	Confiscation Parent pickup after school	Confiscation Parent pickup after school Friday School	Confiscation Parent pickup after school Friday School Non-compliance Action
Fighting	Friday School Suspension Expulsion Non-compliance Action (possible dismissal based on incident)	Suspension Expulsion	Same	Same
Hat/head gear Violation*	Warning Change/fix clothing	Confiscated Parent pickup after school	Confiscated Parent pickup after school Friday School	Friday School Non-compliance Action
Inappropriate Use of Technology or School Equipment	Loss of computer use Parent Contact Friday School Suspension Expulsion Payment of Damages Criminal Charges Compliance Action	Same	Same	Same
Motor Vehicle Violation	Warning Parent Contact	Parent Contact Revocation of parking permission	Same Vehicle will be towed at owner's expense	Revocation of parking permission

Violation	1st Offense	2nd Offense	3rd Offense	Repeat Offenses
	Revocation of parking permission			Vehicle will be towed at owner's expense
No show to Friday School	Friday School reassigned plus additional Friday School assigned	Non-compliance Action Revocation/suspension of Off-Campus Lunch Pass (11 th & 12 th grades)	Non-compliance Action Revocation/suspension of Off-Campus Lunch Pass (11 th & 12 th grades)	Administrator conference Placement review
Possession or use of -alcohol/drugs/drug paraphernalia or tobacco	Confiscation Police contact Suspension Expulsion Non-compliance Action	Confiscation Non-Compliance Action Police contact Expulsion	Student Dismissal	--
Furnishing or selling alcohol/drugs/drug paraphernalia	Confiscation Police citation Suspension Expulsion Non-compliance Action	Confiscation Suspension Expulsion	--	--
Profanity/Vulgarity/Hate Speech	Warning Parent contact Detention Friday School Suspension	Parent Contact Friday School Suspension Non-Compliance Action	Friday School Suspension Non-Compliance Action	Non-Compliance Action
Tardies	Five Tardies = Friday School	Friday School Non-Compliance Action	Friday School Non-Compliance Action	Non-Compliance Action
Theft	Administrator or designee conference Friday School Suspension Non-compliance Action Expulsion	Same	Same	Same
Vandalism	Restitution Community Service Possible Police contact Friday School Suspension Expulsion Non-compliance Action	Same	Same	Same
Weapons	Confiscation Parent contact Police Contact Suspension Expulsion Non-compliance Action	--	--	--
Harassment, Bullying, Cyber-Bullying	Detention Friday School Suspension Expulsion Police contact Non-compliance Action	Same	Same	Same

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

Suspension and Expulsion Policy

Grounds for Suspension, Expulsion or Dismissal of Students

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

A student is subject to dismissal due to continued non-compliance after receiving Second Warning Letter of Non-Compliance due to attendance and/or behavior issues as stated in the Student Intervention policy.

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

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent, Administrator or designee, and/or Administrator's or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of Administrator or designee, teachers, Administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen property including school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
23. Continual defiance towards school authorities.
24. Continual disruption of educational environment.

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

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

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

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

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

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

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

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

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

2. **Notice to Parents/Guardians**

At the time of the suspension, an Administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also

state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

Authority to Expel

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

Expulsion Procedures

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

GPA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by GPA, Panel Chair or the

hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

Students With Disabilities

A student identified as an individual with disabilities or for whom GPA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or who is

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

Record of Hearing

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

Presentation of Evidence

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

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

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

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

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

Written Notice to Expel

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

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

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

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student
- c) The Executive Board's decision to expel shall be final.

Disciplinary Records

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

Rehabilitation Plans

A student who is expelled from GPA shall be given a rehabilitation plan upon expulsion which will be approved Executive Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to GPA for readmission.

Readmission

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

Appeal

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

Provision of Education during Suspension Period

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

Expelled Students/Alternative Education

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

Discipline/Suspension/Expulsion Records

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

Parent/Guardian Notification(s)

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

Suspension Notifications

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

Stipulated Expulsion Notifications

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

Expulsion Notifications

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

Re-admittance Notification

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

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

CO-CURRICULAR

The GPA Board of Directors acknowledges the value of student involvement in extra-curricular activities, including athletics. Believing that academics are a student's number one priority, students wishing to participate in co/extra-curricular activities must model exemplary academic and behavioral standards. Co/extra-curricular activities will be aligned with the vision of GPA; will be life-long in nature; and will be supervised by GPA employees.

Co/Extra-Curricular Academic Criteria

Students participating in co/extra-curricular activities must have a 2.0 gpa or better in all classes attempted. If a participant has failed to achieve the required gpa, he/she will become scholastically ineligible until the first subsequent grading period in which passing grades are made.

1. In order to try out, practice, or participate in co/extra-curricular activities, a student must meet the following academic criteria:
 - a. A student in receipt of the *Second Warning Letter of Non-Compliance* per the *Student Intervention Policy* is ineligible for participation during the school year in which the letter is applicable.
 - b. A 2.0 grade point average with no more than one grade of "D" and no grade of "F" renders a student eligible for participation in co/extra-curricular activities.
 - c. A student with less than a 2.0 gpa with more than one grade of "D", and/or with a grade of "F" in any class will be placed on probationary status for a six (6) week period. After the six (6) week probationary period, student must not have an "F" in any class and not more than one grade of "D" in order to be reinstated as eligible to play for the rest of that semester.
 - i. If the student does not meet the above academic standards by the end of the first semester, and that student was on on probation during the first semester, then that student will not be eligible to participate the spring semester of the same academic year.
 - d. The probationary procedure will be implemented at the beginning of each semester and/or sport season. During the probationary period, the student may travel, compete, and participate in school sponsored events, but they must have a weekly academic/behavior check from all current teachers. The student must attend (with noted improvement) a weekly tutorial session in the area of weakness. Failure to show this document to the coach or moderator on a weekly basis will render the student ineligible at the end of the six (6) week probationary period.
 - e. A student may only be placed on probationary status one (1) time per semester.
 - f. For determining fall semester eligibility, students who are enrolled in and complete a remedial course will be able to count a course with a grade of "C" or better toward the final 2nd semester grades of the previous school year.
 - g. For the purposes of determining an exact date of eligibility/ineligibility, eligibility dates will be established which will be incorporated into the school's master calendar. The beginning of each academic semester will be the eligibility dates that will determine , which will be posted during the school year.

Additionally, during the prior grading period a student must:

- i. Have no citizenship marks of "Unsatisfactory," and must maintain ongoing satisfactory behavior.
- j. Any out-of-school suspension is considered unsatisfactory behavior for the period of suspension.
- k. Demonstrate acceptable attendance
 - i. Ten or more absences (unexcused or excused) per year is considered excessive. Doctor verified absences may be considered as an exception to this policy.
 - ii. Four or more tardies per year is considered excessive. (Ed. Code)
 - iii. Student must attend school for at least one half of the day of the performance/competition.
 - iv. Fulfill/support GPA graduation requirements.

For Student - Athletes:

Each academic year the student-athlete and his/her parent/guardian must complete a paperwork process and be "cleared" by the Athletic Director, or his/her designee, before any try outs, practice, participation, or play.

Successful clearance includes:

- l. A physical by a medical practitioner.
- m. Emergency phone numbers and other pertinent emergency information.
- n. Releases for medical care.
- o. Waiver of liability.
- p. Insurance verification.
- q. A signed CIF "Ethics In Sports" form (athlete, parent, and coach)
- r. A signed "Informed Consent" form.
- s. A GPA "Co/Extra-curricular Code of Conduct" form.
- t. A signed acknowledgement of receipt of the GPA student handbook.

All of the above information must be checked by the Athletic Director, or his/her designee, prior to the student being "cleared." Only after the Athletic Director, or his/her designee, verifies that all of the information has been successfully completed may a student-athlete participate in any manner.

Eligibility and Ineligibility Periods

- a. Periods of eligibility shall be equal to periods of ineligibility for the purpose of this rule.
- b. Periods of eligibility/ineligibility may be based upon a four to six school-day delay following the end of the quarter. This is because of the time lapse required to collect and print grades.
- c. In determining eligibility/ineligibility, it is the official "grade of record" which is used. Only when a legitimate "Change of Grade" form is completed and signed by site administration, the Athletic Director, or his/her designee, will be notified in order to clear the student-athlete for participation.
- d. Per CIF-SDS policy, "Incomplete" (I) grades are considered an "F" for determining eligibility.
- e. Each of the items below is subject to review by site administration and/or the Athletic Director, or his/her designee, for extenuating circumstances.
- f. In the case of a CIF ethics violation, in addition to mandated CIF sanctions, school discipline will be imposed.

Co/Extra-Curricular Financial Guidelines

Co/extra-curricular athletics are primarily financially financed through fundraising efforts and activities conducted by the students participating in the activity, club, sport, or student organization.

1. Fundraising guidelines for athletics are included in the general ASB Finance Guidelines.
2. Fundraising activities must have pre-approval of the student body representatives who serve on the ASB and the ASB advisor.
3. The school financially supports the co/extra-curricular athletic program through providing coaching stipends to the coaches and identifying an established dollar amount to assist with the cost of transportation and some start-up expenses.

Co/Extra-Curricular Scheduling

1. Every effort needs to be made to prevent students from missing scheduled class time.
2. Classroom teachers will need to clearly reiterate and post class standards no later than September 1, relating to students leaving class early for an athletic or co/extra-curricular activity.
3. Coaches will schedule as many athletic contests as possible at home, to avoid missing classes.
4. Will make every effort to have only two activities per week per athletic team: one home, and one away.
5. Every effort will be made to participate with schools located in our area, (i.e., Calvary, Tri-city, Escondido Adventist, Calvin Christian, Army/Navy, etc.)
6. Every effort will be made to schedule:

- a. Outside Fall Sports at 4:00 pm until the fall time change.
- b. Inside winter sports at 4:00 pm.
- c. Soccer as close to 4:00 pm as possible.
- d. Spring sports at 4:00 pm if possible, after the time change in spring.
- e. Saturday events are exempt from time constraints.

Staffing

Staffing for co/extra-curricular activities include GPA certificated and classified personnel for clubs and athletics, as well as walk-on coaches for some athletic sports teams. All co/extra-curricular advisors/coaches are hired per GPA personnel policies and procedures, and are First Aid/CPR certified. The coaches for athletic teams report directly to the Athletic Director.

Co/Extra-Curricular Programs

A complete list of approved clubs and sports is available online @ www.guajome.net. Admission and concessions may be charged at any program using a GPA facility.

Approval Process

Request for approval of co/extra-curricular programs is through submission of an Activities Application to administration. Administration will review and either deny or approve the application. After approval by administration the request is presented to the Board of Directors for approval. All co-curricular clubs must obtain official approval prior to beginning meetings, activities, etc.

Additional Eligibility Information

All students in Grades 9 – 12 who participate in extra-curricular or co-curricular activities must demonstrate satisfactory academic performance and satisfactory progress towards meeting graduation requirements. Eligibility is also dependent upon the student maintaining a minimum cumulative grade point average of 2.0 and upon individual grades at the end of each progress report period. If students fail to meet the expectations, policies, and procedures outlined; or the policies of the individual activity; or if students become academically, behaviorally, or attendance non-compliant; administration may temporarily suspend or revoke all privileges to participate in any activity or event sponsored by GPA during a school year. Students can lose these privileges up to the day of the event or activity and GPA is not responsible for any costs incurred or associated with this action. Some activities may include a student and/or parent agreement outlining the expectations and qualifications for each activity with which the student participates. Agreements may be revoked by administration due to the student's failure to adhere to the criteria reflected in the agreement. All revocations are final. The senior graduation ceremony is also considered an extra-curricular event that is sponsored by GPA. Administration does have the right to suspend a student's participation at this event, if justified.

Co-Curricular Program Offerings

GPA administration reserves the right to discontinue any co-curricular activity if the applicable program offered fails to meet the minimum participant numbers, if transportation issues arise, or for financial reasons.

ENROLLMENT

Enrollment procedures are in place at GPA in order to fulfill its mission, maintain quality instruction, and provide sufficient tools for student success.

Admission to GPA is open to California students who wish to enroll, subject to capacity. Applications will be accepted from the beginning of October for the following school year. In the event that the number of applicants to GPA exceeds the number of available openings, a random lottery will be held on a specified and publicized date in April.

Enrollment preference during the registration or re-enrollment process shall be in the following order:

- Currently enrolled students
- Students of GPA employees
- Siblings of students presently enrolled
- Students residing within the attendance boundaries of Vista Unified School District
- GPA partnership schools
- All other interested students

If students with enrollment priority do not adhere to designated registration/ re-enrollment protocol and/or procedures timelines, the enrollment priority will be forfeited.

Registration Protocol and Procedures for New Students (Main Campus)

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

1. Pick up an application.
2. Submit a fully completed application within the stated deadline.
3. Student will be required to meet additional criteria as follows:
 - a. An incoming middle school student must have a current report card showing a minimum of a 2.0 cumulative grade point average
 - b. An incoming 9th grade student must show proof of having met applicable 8th grade exit standards
 - c. An incoming high school student must have a current transcript showing a minimum of a 2.0 cumulative grade point average
4. Once student is eligible for enrollment, student will be provided an enrollment packet. The following must be completed and submitted with the enrollment packet:
 - a. A transcript for the incoming high school student or a copy of student's most current report card for all middle school students will be required.
 - b. A copy of discipline history
 - c. A copy of attendance record with no history of SARB
 - d. An incoming student who has an Individualized Education Program ("IEP") must participate in a transition meeting prior to enrollment
 - e. Student and parent/guardian are required to thoroughly read the GPA Student Handbook
 - f. A student must complete any pre-assessment testing which "might" be required for placement into English/ math or other designated courses
 - g. A student must attend orientation **with a parent/guardian including siblings of current GPA student.** Orientation *is a requirement* that must be met prior to being officially enrolled. Failure to attend the assigned orientation will result in loss of enrollment status. The purpose of attending orientation is to familiarize new students and families with expectations and policies unique to GPA and foster a more successful transition.

Re-Enrollment Protocol and Procedures for Returning Students – Middle School & High School Main Campus

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

1. Complete and return a re-enrollment packet, course request sheet, and all other required paperwork by stated deadlines.
 - a. Failure to adhere to these stated deadlines will result in a student losing priority placement. If at capacity, this will result in student being placed on the waiting list and participating in the lottery which will take place in April.
2. Student must be on track for GPA graduation requirements with **no more than 20 credits behind. By senior year, student must be able to meet all graduation credit requirements with course schedule offered.**
3. Student must have fulfilled annual applicable community service requirement.
4. Student must have passed all applicable grade-level projects.
5. Student with suspensions/expulsions will be reviewed for approval by GPA administration.
6. Student attendance records will be reviewed for compliance.
7. A student dismissed from GPA due to the *Student Intervention Policy* (non-compliance) will be ineligible for re-enrollment for the current semester in which dismissal occurred plus two additional semesters. Once eligible – student will be required to adhere to all re-enrollment protocol and procedures. (*The Student Intervention Policy is in the Behavior section of this handbook.*)

Space in classes may be limited and enrollment and priority in specific classes will be given to students with the most urgent need to meet graduation requirements. Additionally, if class enrollment does not meet the projected numbers, the class may be cancelled and alternative courses added to student's schedule.

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

Student Entering GPA Late

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

A student entering GPA after the semester has started will be required to submit withdrawal grades from student's previous school. Counselors will attempt to align courses accordingly, and teachers will make every effort to average correlating withdrawal grades with the grades a student earns while at GPA to assign a semester grade. GPA will only grant a weighted transfer grade to courses that match the curriculum GPA offers. After nine weeks into the semester, courses that were non-transferable will receive a NM (no mark) on the transcript, and the student will not receive credit. Grades and credit will not be given to courses that are not offered at GPA.

A student who transfers to GPA after the first six weeks of the semester and who brings NO check-out grades from the previous school will receive grades of NM for that semester at GPA and will receive NO credit for that semester.

Foreign Exchange Students

The J-1 Exchange Visitor Program is a nonimmigrant visa category intended for use by private, nonprofit organizations to promote educational and cultural exchange. Organizations which have nonprofit exchange programs are designated as approved J-1 sponsors by the United States Information Agency after completing an application process that reviews the program, its finances, and its mission. The exchange program sponsor is authorized to issue certificates of eligibility for use in securing a United States visa and admission to the United States. Consequently, the exchange visitor is the responsibility of the program sponsor for U.S. immigration purposes, not of the host family or the school where the student is placed. Special additional requirements are imposed on teenager exchange programs including the stipulation that the program sponsor is tax exempt, participants are between the ages of 15 and 19 years of age, adequate orientation is provided to the participants and their host families, and program participants are not clustered together in one school.

In order for a nonprofit exchange organization to place an exchange student at GPA, the exchange organization must be registered with the California Attorney General. The list of California nonprofit organization is available at <http://ag.ca.gov/exchangestudents/registrylist.php>. When nonprofit student exchange organizations place exchange students with host families at GPA, these students may be enrolled, providing that the following criteria have been met:

- a. The student is 18 years of age or younger on the first day of school. Students who reach 19 years of age prior to the first day of school will not be accepted.
- b. The student has not completed a course of study in his or her native country which is equivalent to GPA's high school diploma.
- c. Appropriate immunization records and an official transcript are provided.
- d. The student has demonstrated a good command of written and spoken English so that English as a second language ("ESL") services are not required. At the least, transcripts should reflect completion of a minimum of three years of English language study in the native country.
- e. Advance permission, in writing, must be given by the GPA Superintendent or designee prior to enrollment. If all of the criteria have been met, a review of transcripts will be done to determine grade level status. Approval for senior activities, senior status, and graduation ceremony will only be granted if the foreign exchange student meets the same criteria as all seniors.
- f. Foreign exchange programs must submit complete application packets (inclusive of official transcripts, immunization records, proof of student medical and accident insurance, affidavit authorizing host family to make emergency medical decisions, and assurance of responsible resident adult sponsor which includes authority to make academic decisions) by June 15 prior to new school year. Students accepted by the school are expected to attend for a complete school year.

GPA has limited space available for J-1 students. Foreign exchange students will not be permitted to simultaneously enroll in another high school and/or college while attending GPA.

Subsequent to enrollment, if it becomes known that the student has not met the above criteria; the student may be dropped from the school. GPA Administration will communicate specific problems to the U.S. Information Agency regarding inappropriate placement by sponsoring program.

Withdrawal Procedures

Exiting students, leaving voluntarily or leaving as the result of non-compliance, **should not** enroll in another school until officially withdrawn from GPA. Students who have been dismissed are not eligible to return for a full year in addition to the semester of withdrawal.

1. Sign out with the Registrar on the second floor of the GPA Administration Office. The parent or guardian must sign the student withdrawal report form. If the student is 18 years or older, student may sign self out. Student's school ID card must be returned to the Registrar at this time.
2. All textbooks must be returned to the library at the time of exit. Any damaged or outstanding books will be billed accordingly. All school records including report cards, transcripts, and diplomas will be withheld from student, until the debt is cleared. Necessary records will be provided to the new school of enrollment along with a notification of any debt owed to GPA.
3. Students will need to be signed out by finance office and library.
4. Once officially cleared, an exit form for the next school of enrollment and any additional records needed for registration will be released to the parent/guardian or student over 18 years or older.
5. The Charter school will hold parents liable for damages incurred by student on any equipment, materials, and/or school property up to but may not be limited to \$17,593. No student records will be released unless all materials and/or damages have been cleared.

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

Withdrawal Grades for Withdrawal During the Semester

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