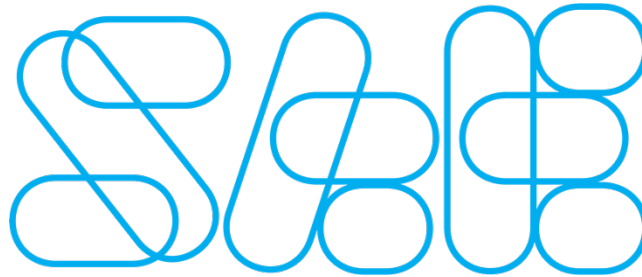


The School of Arts and Enterprise

Unlocking your creative excellence!

2024-25 Student-Parent Handbook

A Guide for Students, Parents/Legal Guardians, and Staff



the school of
arts + enterprise

North Campus (Middle School)

295 N. Garey Ave. Pomona, CA 91767

(909) 622-0699

Fax (909) 620-1018

www.TheSAE.k12.ca.us

Downtown Center (DTC) Campus

300 W. Second St. Pomona, CA 91766

(909) 620-1196

Fax (909) 620-1018

South Campus (High School)

375 S. Main St. Pomona, CA 91766

(909) 436-1005

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Table of Contents

Letter from the Chief Academic Officer Head of School	3
Leadership Contacts	4
Mission Statement	5
Philosophy, Goals, and Objectives Nondiscrimination Statement	6
Anti-Racism Policy	7
21st Century Learning Goals (UNLOCK Skills)	11
Learning and Standards-based Grading Policy	12
Promotion and Graduation Policies	14
Academic Information and Policies	16
Advanced Placement Program	17
Special Education/Students with Disabilities	17
Section 504	18
Educating Foster and Mobile Youth	18
McKinney-Vento Homeless Act	18
English Learners	33
Information Regarding Financial Aid	33
Pregnant and Parenting Students	34
Teacher Qualification Information	34
State Testing	35
Academic Expo	35
Change of Arts Major Procedure	35
Tutoring	36
Senior Activities and Privileges	36
Age 18 and Over Guidelines	36
Distance Learning	37
Classroom Based Attendance	37
Chronic Absenteeism	41
Tardies	41
Truancies	41
School Attendance Review Team	42
School Attendance Review Board	42
Dress Code and Grooming Standards	42
Dress Code for Performing Arts Classes Policy	43
School Dance Dress Code	44
Code of Conduct and Discipline Policy	44
Multi Systems of Support	44
Engaging in Harassment or Bullying Online	44
Restorative Justice	44
Academic, Artistic, and Social Integrity	45
Suspension and Expulsions Involuntary Removal	47
Title IX, Harassment and Intimidation Policy	48
Uniform Complaint Procedures (UCP)	48
Campus Search & Seizure Policy	51
School Safety	53

Emergency and Safety Procedures	54
Animal Dissection	57
Health Services	58
Medication	59
Immunization	59
Human Trafficking Prevention	64
No Smoking Policy	65
Closed Campus	65
Student Artist Academic Participation Criteria and Rehearsal Policy	66
General Information	67
Messages and Deliveries to Students	68
Field Trips and School Activities	68
Identification Cards	70
Work Permits	71
School Breakfast and Lunch Program	71
School Records and Information	72
Gender Support Plans	76
School Sponsored Events and Regulations	76
Freedom of Expression Policy	77
Parking	77
Student Parking	77
Student Drop-Off and Pick-Up	77
Drop-Off Maps	78

APPENDICES

Complete Board Approved Policies	81
1. Suspension/Expulsion Policy and Procedures	82
2. Title IX, Harassment, Discrimination and Bullying	102
3. Suicide Prevention Policy	116
4. Staff and Student Interaction	127
Other Policies	131
5. Dual Enrollment	131

All other policies are located on The SAE website.

Letter from our Chief Academic Officer | Head of School

Dear SAE Community,

It is with great pleasure that we welcome you to the 2024/2025 school year, and our 21st anniversary, at The School of Arts and Enterprise. I am honored to return in my third year as The SAE's Chief Academic Officer and Head of School and my 20th year as a member of the SAE community.

This year at the SAE, I have very high expectations of excellence with a year-long campaign to increase STUDENT ENGAGEMENT & ATTENDANCE. Both our arts and our academic programs are at their best when students are collaborating with each other and with our faculty in-person everyday. We have structured and reorganized educational systems so that arts and academic faculty can collaborate in new and innovative ways to engage each and every student at The SAE. We are continuing our excellent socioemotional counseling while expanding partnerships with community organizations to ensure our students' mental health needs are supported while on campus. We are also continuing our Restorative Justice practices to support our school's culture and climate even when students make a mistake that harms the community. And we are continuing with our efforts to end online bullying and harassment with a tireless vigilance and with a commitment to our core values of BELONGING, CREATIVITY, CURIOSITY, EXCELLENCE, AND RELATIONSHIPS.

Sincerely,



Paul Treesuwan – Chief Academic Officer | Head of School

o: (909) 622-0699

The School of Arts and Enterprise Executive Leadership, School Leadership, & Administration Contacts

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Registrar

Irma Balandra ibalandra@thesae.org

Attendance

Jazmin Ayala attendance@thesae.org

or call/text 909-255-0357

Admissions

admissions@thesae.org

Call (909) 620-1196

Mission Statement

We live to unlock and nurture the passion of each and every student through a foundation of knowledge, creativity, and a lifelong love of learning.

We support this foundation on the transformational power of art, entrepreneurship and 21st century scholarship.

We empower passionate world-citizens with the confidence of knowledge, the power of creative thinking, and the tools needed to succeed.

We are The SAE

PHILOSOPHY, GOALS AND OBJECTIVES

The Governing Board (“Board”) and staff of the School of Arts and Enterprise (“The SAE” or the “Charter School”) believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals.

Education is the life-long development and cultivation of the mind, body and character. The SAE and its Board work to provide the best possible educational opportunities for its community. The SAE emphasizes education of the whole person by promoting intellectual, emotional, physical and social growth upon which each student may build his or her future. Students are treated as individuals and develop the skills of a responsible member of a democratic society and changing world.

An educated person in the 21st century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. The ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively, and employ the skills of a life-long learner will also be essential for success in the workplace. Such knowledge must enjoy synergy and successful learners will be able to combine the core knowledge with artistic understanding, and the ability to collaborate efficiently with others. Finally, an educated person in the 21st century will understand the need for civic responsibility and social justice.

Students come to schools at different levels of development and with a variety of experiences. They learn at different rates and in different ways. The SAE shall provide an educational experience that allows for these individual differences and ensure that each student has an equal opportunity to reach his or her full potential.

NONDISCRIMINATION STATEMENT

The School of Arts and Enterprise (“The SAE”) does not discriminate against any person on the basis of actual or perceived disability (mental or physical), gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, citizenship, immigration status, creed, religious affiliation, sexual orientation, pregnancy status, childbirth, medical condition, marital status, age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code or otherwise protected by federal, state, local law, ordinance or regulation.

The SAE Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

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

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

The SAE is committed to providing a work and educational atmosphere that is free of unlawful harassment and discrimination. The SAE adheres to all provisions of federal law, including but not limited to, Title IX of the Education Amendments of 1972 (sex), Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), The Age Discrimination Act of 1975, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), and Section 504 of the Rehabilitation Act of 1973.

The SAE adheres to the requirements of Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments Act 2008, which prohibits discrimination on the basis of mental or physical disability in any program, activity, or employment opportunity offered red by The SAE, and its implementing regulations at 28 C.F.R. 35.101-190.

The SAE does not condone or tolerate harassment of any type, including but not limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying or sexual harassment, by any employee; independent contractor or other person with which The SAE does business; student; volunteer; or community member regardless of position or gender. The SAE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Inquires, complaints, or grievances regarding harassment as described in this section, above, should be directed to The SAE Uniform Complaint Procedures ("UCP") Compliance Officer: Jon Gundry, Chief Executive Officer, at jgundry@thesae.org (909) 622-0699.

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

The Charter School's Nondiscrimination Statement relevant to employees is located within The SAE's Employee Handbook and can be located at 295 N. Garey Ave., Pomona CA, 91767.

ANTI-RACISM POLICY

The SAE rejects all forms of racism as destructive to its mission, vision, values, and goals. The SAE is committed to the following principles:

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success.
3. Respecting and championing the diversity and life experiences of all community members to support The SAE's mission, vision, values, goals, and objectives.
4. Acknowledging that racism is often compounded by multiple forms of discrimination.

Definitions

**Adapted from the Government Alliance on Race and Equity at:
www.racialequityalliance.org**

- Anti-racism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
- Individual racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
- Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.
- Structural (or systemic) racism encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

Purpose

Personal and institutional racism have historically existed and continue to exist. Combating racism in our school community is a legal and moral imperative.

There are disparities between racial groups in student academic performance, achievement, and participation in academic programs.

These include disparities in graduation rates, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students at The SAE and the staff The SAE hires.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

The purpose of this policy is to eliminate all forms of racism from The SAE in conjunction with related Board policies.

Anti-racism Policy Regulations

These regulations are designed to dismantle the individual, institutional, and structural racism that exist at The SAE. The Board directs the following action:

A. Policy Communication

1. The SAE shall post a public statement against racism in a location visible to students, staff, and visitors entering the school's campuses. The SAE will also post a public statement in classrooms and on The SAE website. The public statement shall read: "The School of Arts and Enterprise is committed to establishing and sustaining an equitable community that achieves its equity mission to end the predictive value of race and ensure each individual student's and staff's success. The School of Arts and Enterprise, its Board, and school community reject all forms of racism as destructive to the Charter School's mission, vision, values, and goals."
2. The SAE shall establish an organization or committee of students and staff to promote equity and diversity and to serve as leaders and spokespersons within The SAE.
3. This policy shall be included in The Student\Parent Handbooks provided to students and families, as well as The Employee Handbook.
4. Reference to this policy will be placed on outreach and admission materials and an abbreviated summary of the policy will be placed on registration materials.
5. This policy shall be translated into other languages and made available for families.

B. Leadership and Administration

The Board shall address systemic racism as follows:

1. Develop and conduct a systemic Equity Needs Assessment for The SAE to identify processes and practices that cause or contribute to inequitable outcomes. Following the assessment, strategies will be developed and implemented to address the identified issues.

2. Ensure equity in admissions and outreach practices by reviewing demographic data of potential target areas and encouraging racial diversity on the campuses of The SAE.
3. To address disparities in course participation (including AP/honors participation):
 - a. Charter School staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families. Students declined from classes will receive a written explanation as to why.
 - b. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing.
- c. The SAE will offer opportunities for supplementary coursework, such as summer bridge programs, or tutoring during or after school, to students interested in moving to higher level courses.
4. The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension.
 - a. To ensure consistency in student discipline, The SAE shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken. Faculty and Staff will be responsible for recording individual discipline processes as a part of the data, including but not limited to:
 - i. Family Contact
 - ii. Similar-Case History
 - iii. Frequency of Infractions
 - b. When Charter School administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, assignments, role play or other explicit policies or training resources.

C. Curriculum and Instruction

1. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups.
2. All artistic and academic curriculum units should be examined for racial bias by a selection of qualified stakeholders. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents and/or remove it from their curriculum.
3. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The SAE shall support activities that will allow students to experience the diversity within the school.

D. Training

1. All Board and SAE staff shall be trained in this anti-racism policy.
2. All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved assessment systems.
3. All SAE staff shall be trained about racism and about how racism produces inequitable and outcomes.

E. Policy Enforcement

1. Staff shall collect, review, and provide an annual report to the Charter School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, and graduation rates. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the Student Diversity Committee, and the Charter School Equity Representative.
2. The Executive Director shall be responsible for implementation and evaluation of school strategies for implementation. Adequate resources shall be appropriated.
3. The SAE shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

21st Century Learning Goals: The SAE UNLOCK Skills

Understand Diversity.

Understand the opportunities and challenges of diversity on a local and global scale.

- model respect for all human diversity
- understand environmental, historical, and global trends
- assume responsibility for your actions

Never give up on excellence.

Never give up on excellence--rethink, revise, refine.

- commit to high-quality craftsmanship and excellence through reflection and revision
- critique your work using established workplace criteria

Learn to problem-solve.

Learn to problem-solve through creativity and critical thinking.

- seek out innovation and expert resources to analyze, evaluate, and synthesize
- hypothesize creative solutions and complete rigorous experiments to test them
- use data to drive decision-making

Open yourself to collaboration.

Open yourself to allow for effective collaboration.

- practice active listening and reflective dialogue
- abide by community norms
- solve problems in teams using roles and expectations to set and monitor goals

Communicate clearly.

Communicate your ideas and opinions clearly using 21st century tools.

- use precise questions to drive your investigations
- critically use a variety of media formats to express ideas clearly, creatively, and concisely

Know how to market.

Know how to market your talents using 21st century skills.

- use social media with an understanding of the risks and power inherent in them
- understand and use the elements of discourse in the Information Age to effectively market your ideas
- analyze opportunities and challenges in order to set and achieve life goals

LEARNING AND STANDARDS-BASED GRADING POLICY

The SAE’s instructional approach, Mastery Learning, is designed to help all students improve their learning. Some key aspects of mastery learning include:

- Learning objectives will be transparent from the first day of a unit and on each assignment.
- Students will have opportunities to track and reflect on their progress on the standards.
- Formative assessments are opportunities for students to practice the standards.
- Summative assessments are the primary factor in academic grades.
- Multiple summative assessments that address various learning styles will be used.
- Grades are based ONLY on mastery of academic standards and UNLOCK skills. Students must earn a ‘D’ or higher to pass a course and receive credits.

Standards-based Grading

The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based on specific academic standards and UNLOCK skills. Students are not given “points” for simply completing work or participating. Students must demonstrate their knowledge and abilities on a variety of assessment types (quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).

For every assignment, students are evaluated on a **4-point rubric**:

- 4.0 = Advanced**
- 3.5 = Approaching Advanced 3.0 = Proficient**
- 2.5 = Approaching Proficient 2.0 = Basic**
- 1.5 or 1 = Below Basic**

Formative vs. Summative Assessments

For the purpose of Mastery Learning, it is important to recognize the difference between “formative” and “summative” assessments.

- **Formative Assessments** are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned

to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student learning needs. Students are given ample chances to move towards mastery of standards through formative assessments. However, final grades are tabulated only through summative assessments.

- **Summative Assessments** are given to enable students to demonstrate their mastery of the standards. Every summative assessment is aligned to a specific standard or standards. Students take summative assessments only after feedback from multiple formative assessments have been received.

Grades on summative assessments are the primary calculation for a student's final course grade. Because formative assessments are required before summative assessments, retakes on summative assessments are discouraged. Retakes on summative assessments will be granted on a case-by-case basis.

Final Course Mark for Mastery Learning

A student's final course grade should be an accurate reflection of the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skills assessments. UNLOCK Skills will count for about 10% of the final grade for academic courses.

A Note on Quarterly Progress Reporting for Mastery Learning

Please note that in the Mastery Learning model, a student's grade shows the level of mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class.

If a student is failing for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the PowerSchool online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the PowerSchool online portal, please call The SAE Main Office for assistance.) Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students may not yet have a passing grade because the course is only half over at the quarter progress report. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.

Mastery Learning hugely improves student success in high school, and prepares students for college; based on research, Mastery Learning makes a difference in students' lives.

Cal Grant Program Notice

The SAE is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1st of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the Student is under 18) has opted out by or before February 1st.

PROMOTION AND GRADUATION POLICIES

8th Grade Promotion

8th grade students of The SAE Middle School are eligible to participate in the Promotion Ceremony by meeting the following criteria:

- Take all required courses and achieve a year-long “C” (2.0) average or higher
- Display marked improvement with approval from The Promotion Committee
- Comply with all applicable contracts (Academic/Behavior/Attendance)
- Successfully complete and present Portfolio
- Sign and turn in 8th grade Promotion Agreement distributed by Middle School Counselor

Students who do not meet the promotion requirements, but have demonstrated marked growth in multiple areas, may appeal to the Promotion Appeals Committee to have their promotion privileges reinstated.

High School Graduation

Graduation is a special time to recognize those that have completed the recommended course of study for The SAE. The Board believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of life-long learning.

Students who satisfy the entirety of graduation requirements will be eligible to receive their diploma and will be able to pick it up from The SAE Registrar or have it mailed to them upon request.

Qualifications for High School Diploma and Graduation Ceremony

In order to qualify to participate in the graduation ceremony and receive their high school diploma from the SAE, high school students must fulfill the SAE Graduation Requirements, and successfully present their Portfolio as described by The Portfolio Coordinator and complete any remediation deemed necessary by members of the Portfolio panels. The High School Counselor has details on graduation requirements. Please see the minimum requirements chart below:

Subject Requirements	SAE College Preparatory Course Programming Required for SAE High School Diploma	UC/ CSU Requirements for Freshman Admission ‘C’ or better
English	4 Years	4 Years
Mathematics	4 years 1 year each of Integrated Math I, II, & III, and an additional course: Pre-Calculus or AP Calculus	3 years, 4 years recommended 1 year each of Integrated Math I, II & III

Social Science	3 years 1 year US History, 1 year World History, 1 Semester each of US Government and Economics	2 years 1 year World History & 1 year US History
Science	3 years 1 Yearlong Physical Science 1 Yearlong Biological Science 1 Additional Yearlong Lab Science Course	2 years, 3 years recommended 1 Yearlong Physical Science 1 Yearlong Biological Science
World Language	2 years in the same language Or waiver exam	2 years in the same language Or waiver exam 3 years recommended
Visual and Performing Arts & Electives	6 Year long courses (60 credits) of Arts and/or Business	1 year
College Preparatory Course		1 year
Physical Education	1 year	-

Valedictorian/Salutatorian Selection Guidelines

The SAE shall use the following guidelines to select valedictorian(s) and salutatorian(s).

- The valedictorian shall have the highest cumulative unweighted GPA at the end of the 1st semester of the year in which the student(s) graduates. Grades will be evaluated at the end of the 3rd Quarter. Grades must be maintained.
- The salutatorian will be determined with the same parameters of the valedictorian, ranking second to the valedictorian in the grade categories.
- The valedictorian and salutatorian must have attended The SAE for at least two (2) consecutive years.
- The cumulative unweighted GPA shall be based on whatever courses students have completed through the end of the 1st semester in which they are graduating. The total

number of courses may include courses from community college and Regional Occupational Programs.

The SAE Executive Director shall appoint a committee to review unique student situations that warrant the selection of valedictorian(s) and salutatorian(s). The SAE will also review situations of additional valedictorian(s) and salutatorian(s). The committee shall consider scope and rigor of academics, student attendance and student behavior. The committee will also take into account any unique personal circumstances or situations of each student.

The SAE shall provide an opportunity for each valedictorian(s) and salutatorian(s) to speak at graduation. (The Executive Director shall supervise and coordinate the student speech preparation and shall make final determinations of valedictorian(s) or salutatorian(s) who will speak at graduation ceremony in accordance with SAE's Student Freedom of Speech and Expression included within the Appendices.)

Graduation Ceremony Conduct and Disciplinary Standard

Any student participating in a graduation ceremony shall comply with The SAE policies and regulations pertaining to student conduct. Students who violate these policies prior to or during the ceremony can be subject to removal from the ceremony. In order to encourage high standards of student conduct and behavior, a student may be denied the privilege of participating in graduation ceremonies and/or activities in accordance with school rules including, but not limited to: prior discipline and poor attendance. Prior to denial of the privilege, the student, and where practicable their parents/guardians, shall be made aware of the grounds for such denial and shall be given the opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notification of the denied privilege based on the policies of The SAE. If a student has an Individual Education Program ("IEP") plan or Section 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

ACADEMIC INFORMATION

List of Course Descriptions (Availability of Prospectus)

The title descriptions and instructional aims of every course offered by The SAE are available upon request to any parent/guardian. Please note that, pursuant to law, The SAE may charge for the prospectus in an amount not to exceed the cost of duplication.

House-Advisory

Students are grouped into grade-level "Houses." Houses are groups of students that meet during scheduled House time. Houses serve a variety of functions, including the following:

- House is an important vehicle to re-emphasize UNLOCK skills.
- Houses serve a basic structural function, including attendance taking, announcements, emergency

planning, etc.

- Houses allow groups of students to develop group process skills on an ongoing basis.
- House advisors work with their House during assessment periods and act as a liaison between students and other faculty and between parents/legal guardians and faculty.
- House promotes a highly personalized environment, thereby supporting student achievement.
- House may also be used for Issues and Events, timed writing, structured project time, team/class bonding, etc.

Policy Regarding Student Projects

Project-Based Learning (“PBL”) is required as a critical part of The SAE’s educational program. PBL is a student-driven, interdisciplinary program that promotes students to participate in inquiry based, authentic, real-world projects that integrate their 21st century skill-base. Teachers support students in the development and design of these projects. Students are also given the opportunity to support and reflect on their projects during the SAE Culmination events.

PBL projects may address the development of student entrepreneurial skills. Such projects may include, but are not limited to, the sale of student artwork at local galleries, student production of a Compact Disc (“CD”) or film for sale, or the design and sale of student-made jewelry, bags, and t-shirts. These projects are made possible through the joint efforts of The SAE administration in providing support, The SAE teaching staff in providing instruction, and the students in providing creativity. The following statement addresses use of funds and reimbursement with regard to student projects:

- Students shall not be permitted to garner any profit from the student project. Such projects are made possible through the use of public funds in a public instruction setting. Any profit resulting from student projects shall be contributed to an approved charitable organization or shall be utilized for the benefit of the student’s project class.

Advanced Placement Program

The Advanced Placement (“AP”) Program consists of classes that are equivalent to first year college courses. The academic rigor of these classes prepares students for college level studies. Students demonstrate mastery of the curriculum by taking AP Exams in May administered by the College Board. Most colleges give credit and/or advanced placement to students whose grades are considered passing. Please check with the high school counselor for fee and collection dates.

Special Education/Students with Disabilities, and Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and practices of the El Dorado SELPA. Notice language is also available with

the SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The SAE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, The SAE is responsible for identifying, locating, and evaluating children enrolled at The SAE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The SAE shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact The Chief Accountability and Director of Special Education, Paul Treesuwan, at (909) 436-1005. The SAE's complete Special Education Policy is available within the Appendix of this Handbook.

Section 504

The SAE recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education ("FAPE") and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity." Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. If you believe your child may be eligible for Section 504 services or accommodations, please contact the Chief Accountability and Director of Special Education, Paul Treesuwan, at (909) 436-1005. A copy of The SAE Section 504 Policies and Procedures are available on the website.

Education of Foster and Mobile Youth

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

- "*Foster youth*" means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:

- a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
 - “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
 - “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
 - “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

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

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

[School Registrar and Counseling Staff](#)
295 N. Garey Ave., Pomona, CA 91767
909-622-0699

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

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

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

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

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

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

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil’s educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”)

unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

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

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will

continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

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

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

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

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the

option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

- ii. Upon agreement with the pupil’s ERH, stay in school for a fifth year to complete the Charter School’s additional graduation requirements.

The pupil (if not a minor) or the pupil’s ERH shall have sole discretion whether to accept the exemption, based on the pupil’s best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

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

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

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

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

and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

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

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

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

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

Education of Homeless Children and Youth

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

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

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

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

School Registrar and Counseling Staff
295 N. Garey Ave., Pomona, CA 91767
909-622-0699

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

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter

and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student as follows:

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil’s parent, guardian, educational rights holder, Indian custodian² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student’s school enrollment, or, for pupils with significant gaps in school attendance, the pupil’s age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

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

The Charter School shall notify and consult with students who are exempted from the Charter

² “Indian custodian” means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

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

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

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

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School’s additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil’s social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School’s additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil’s options to:
 - iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - iv. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School’s additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil’s best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

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

The Charter School will provide homeless students credit for the partial completion of courses

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the website.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the website.

English Learners

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

Information Regarding Financial Aid

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

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:

Pregnant and Parenting Students

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

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

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures (“UCP”) of The SAE. The complaint may be filed in writing with the compliance officer:

Jon Gundry, Chief Executive Officer
jgundry@thesae.k12.ca.us
(909) 622-0699
295 N. Garey Ave, Pomona, CA 91767

A copy of the UCP is available within the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Teacher Qualification Information

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

1. Whether the student’s teacher:

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Academic Officer, Paul Treesuwan, at (909) 622-0699; tree@thesae.org to obtain this information.

State Testing

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

Academic Expo

The SAE’s Academic Expo and The SAE Arts Festival will occur on Saturdays near the close of each semester; the dates can be found on The SAE Main Calendar. These culminating events are an integrated display of students’ academic and artistic mastery. The SAE Academic Expo and The SAE Arts Festival are a display of standards-based outcomes that affect students’ grades. Student engagement at these events is important to the SAE student experience, and *attendance is mandatory*. Prior administrative approval is required for excusal due to emergency related absences from these events.

Students who do receive an excused absence from these events are expected to remediate the missed portion of their culminating activity.

Change of Arts Major Procedure

The SAE requires all students at The SAE High School (“HS”) to select an artistic major as part of its Nationally Award-Winning Arts Program. Students will select a single major from the following options - Dance, Graphic Design, Instrumental Music, Photography, Theatre, Vocal Music or Visual Arts. Students are required to select their major upon the start of 9th grade year (or entrance to The SAE) and maintain it through graduation. Students from the above listed majors may also audition for acceptance into The SAE’s Dual Majors at the beginning of each school year. The SAE may offer students a chance to “double major” with approval from the Artistic Director.

A student may only apply to change their major at the end of their 9th grade year, and the following procedure is required prior to approval.

- Meet with Artistic Director or Associate Artistic Director to discuss issues, artistic goals and reasons for change and confirm room in potential new major.
- Inform current art major teacher or Department Director
- Prove basic competency in a new major by performing an assessment as directed by the Department Director.
- Complete SAE Arts Major Change Form - receiving Department Director's signatures for release from current major, acceptance to new major.
- Receive final approval by signature of the Artistic Director of The School of Arts and Enterprise.

Tutoring

After school tutoring is available, and an important part of ensuring student success at The SAE. A schedule of which classrooms will be open each day will be provided, and teachers will notify parents of student's need to attend tutoring sessions. Attendance will be taken during all tutoring sessions. Tutoring is an opportunity for students to gain additional targeted instruction to further student understanding concepts taught in class, and to work towards mastery of standards. Any student who has an 8th Block will need to work with their teacher to find a mutually agreeable time for tutoring support. Students who miss 8th Block for tutoring will be marked absent and risk removal from their Dual Major.

Senior Activities and Privileges

Senior courses are dynamic and individualized based on each student's post-secondary goals. Administration reserves the right to review individual student requirements on a case-by-case basis.

Age 18 and Over Guidelines

Some students enrolled at The SAE will reach the age of eighteen (18) before graduation. Eighteen is the age of majority and, legally, an 18-year-old student is able to enter into contractual obligations on their own behalf (and is required to abide by those obligations). The SAE requires all students, upon their 18th birthday, to review their Enrollment Agreement, that their parent/guardian completed, with The High School Counselor. An Addendum to Enrollment Agreement will be completed that will provide the following:

- Permission for The SAE to discuss and release information/records to the student's parent(s)/guardian(s) about any issues related to the student, covered under Family Education Rights Privacy Act ("FERPA") and all applicable laws regarding student records and;
- Authorization for the Charter School to interact with the student's parent(s)/guardian(s) as if the student were under the age of 18.

The student's parent(s)/guardian(s) will still be responsible under the Enrollment Agreement.

DISTANCE LEARNING

The SAE encompasses principles of hands-on and collaborative “PBL”. Daily in-person attendance is required for success in our academic and artistic programs. The Charter school no longer offers distance learning following the end of the 2020-21 school year.

CLASSROOM BASED ATTENDANCE

Student success is directly correlated to consistent and punctual attendance in class and school-related events. Students with good attendance records achieve higher grades, are more successful in their pursuit of higher education, and are more employable after leaving school. The SAE expects that every student shall attend school punctually, and regularly, and adhere to the regulations of the school. It is the policy of The SAE that students attend class every day, and on time; that work missed because of school-related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent/legal guardian be minimized or avoided whenever possible. *Excessive absences and/or tardies can be a reason to involuntarily remove a student from The SAE following the School’s involuntary removal process.*

Attendance Tips

- Consistent and on-time attendance is a strong indicator of academic success.
- Missing just two (2) days a month, or 10% of the school year, can negatively affect a student’s ability to be successful at The SAE.
- Encouraging students to get plenty of rest, six to eight (6-8) hours of sleep each night makes a difference.
- Contact The SAE for resources to help with maintaining good attendance.
- Make a support plan for getting your student to school when there are difficulties with transportation, family illness, or other challenges.

Excused Absences for Classroom Based Attendance

The SAE defines excused absences as :

- Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.
- A student’s absence shall be excused for the following reasons:
- Personal illness, including an absence for the benefit of the pupil’s illness, mental, or medical/behavioral health
- Quarantine under the direction of a county or city health officer.

- Medical, dental, optometric, or chiropractic appointments (Parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours)
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
1. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.
 2. For any of the following reasons, if an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the pupil as to be considered the student's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
 - c. To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.

- For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Chief Executive Officer or designee pursuant to uniform standards:
 - Court appearances for student
 - Holidays or ceremonies specific to a family's religious customs or beliefs
 - Attendance at a religious retreat with documentation (not to exceed one (1) school day per semester.
 - Attendance at an employment conference
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
 - Verified family emergency, authorized at the discretion of a school administrator
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- Participation in religious instruction or exercises as follows (with documentation):

- The student shall be excused for this purpose on no more than four (4) school days per month.
-
- Attendance at the student’s naturalization ceremony to become a United States. citizen
- To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
-
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student’s physician.
- Due to the illness or medical appointment during school hours of a child for whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate in a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year, provided the student’s parent/guardian provides a written note to the school authorities explaining the reason for the student’s absence/
- For the purposes of jury duty in the manner provided for by law
- To serve as a member of precinct board for an election pursuant to Election Code section 12302

Unexcused Absences for Classroom Based Attendance

The SAE defines unexcused absences as those not defined above as excused, as well as, the following:

- Unverified absence
- Absence due to leaving campus without permission

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

When absences occur:

- Parents will be notified by phone, email or written note

If determined student cut class:

- After School Detention will be assigned
- Parents will be notified 24 hours in advance of any after school detention that exceeds 15 minutes in length.

Note: Students who do not attend After School Detention when assigned may be subject to further disciplinary actions.

Returning from an Absence and Absence Excusal

1. Students need to have a note signed by the student's parent/guardian upon their return from an absence. If the absence is excused, it will be marked as such in The SAE's attendance computer system. Student absences are to be cleared through Attendance by calling (860) 468-5580 or emailing Attendance@thesae.k12.ca.us.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had ten (10) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

School Work When Absent

Only students with *valid excused absences* will be allowed to make up work, complete all assignments and tests missed during the absence. The Chief Executive Officer, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance

and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Chronic Absenteeism

Chronic Absenteeism Defined

Students are chronically absent when they have missed ten percent (10%) of the school days or fifteen (15) days of school in a school year. Student attendance will be reviewed monthly to determine who falls into the chronically absent, or in danger of being chronically absent, categories. Chronic absenteeism includes both *excused* and *unexcused absences*.

Tardies

An unexcused tardy occurs when the student is not seated and ready for class at the time class is scheduled to begin (under 30 minutes into class) without a valid excuse from a parent/legal guardian or a SAE staff member. All tardies without a pass into class are unexcused. Students who are late to class often fail to realize that the teacher may have already recorded them as absent. *It is the student's responsibility* to ask the teacher to correct the "absence" to a "tardy" during non-instructional time.

Unexcused Tardy Consequences

1st & 2nd	Teacher-issued Detention of 15 minutes
3rd & 4th	Teacher-issued Detention of 30 minutes
5th & above	Parent meeting and contract with additional administrative action

Note: Excessive tardies may have additional consequences per administrative action including, but not limited to, Saturday school. Failure to attend a teacher-issued detention may also result in consequences escalating to the next step in the sequence (including Saturday School).

Truancies

The SAE defines a truant student as one who is absent from school without a valid excuse three (3) full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Policies regarding truancy, tardiness, and other situations are in effect for all classes. The SAE students and families must be mindful of attendance practices for both academic achievement and reasons of safety and accountability. In order to cultivate successful attendance practices, students and parents will observe the following guidelines:

Truancy Consequences (after 3 unexcused absences)

1st Phone call home reminder of dangers of chronic truancy, teacher- issued detention

2nd Parent meeting and attendance contract, with supports/services that can assist regular attendance
3rd Parent conference and activation of **SART** process, with development of intervention plan

4th Parent conference with Administrator, with possible **SARB** hearing, attendance monitoring

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

If the conditions imposed by the SART/SARB process and attendance contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SARB contract, and the SARB panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

For the complete Classroom Based Attendance policy, please refer to The SAE website.

DRESS CODE AND GROOMING STANDARDS

The SAE believes there is a direct correlation between the quality of appearance and a sound and safe educational environment. The SAE has a business and arts theme; students will find that it is to their advantage to cultivate an awareness of appearance and behavior that will allow them to interact harmoniously among people of various demographics in different situations. Because The SAE campuses are located in the Arts Colony, SAE students must also be aware that each is a professional ambassador of the Charter School to the business community.

The dress and grooming guidelines listed below are provided to ensure that each SAE student will receive the maximum benefit from his/her surroundings. Student appearance must be appropriate for the student's daily activities on campus and the learning environment.

Should a student's dress or grooming not meet these guidelines, the student may be asked to change out of the offending garment and into "loaner" clothes for the duration of the day, or parents/guardians may be called to bring their child clothes for the day.

- Students are encouraged to dress in a manner that is appropriate and conducive to an active school day.

- Students should be able to wear clothing without fear of actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.

Items listed in the ‘must/may wear’ categories must meet the principles outlined below:

Students MUST wear:

- Top (i.e. shirt, sweatshirt, sweater, etc.)
- Bottom (i.e. pants, shorts, skirts, etc.)
- Clothing that covers specific body parts (genitals, buttocks, midriff, mid to lower chest, and areolae/nipples) with non-transparent or non-mesh material.
- For safety reasons, The SAE requires that students wear shoes on campus at all times. Sandals must have a heel strap.

Students CANNOT wear:

- Pajama style “slippers” or “slides” are not allowed
- Displayed undergarments (undergarments must not show through clothing or been worn on top of clothing)
- Clothes with large or extreme holes or rips in clothing
- Sexually explicit, racist, profane, discriminatory, threatening, libelous or obscene/vulgar clothing
- Clothing, jewelry, slogans, or accessories promoting drugs, alcohol, tobacco, or weapons
- No gang-related jewelry, insignia, colors, styles, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture, which by virtue of its color, arrangement, trademark, vandalism or any other attribute, denotes membership in such a group.
- Clothing or articles of clothing including but not limited to spiked jewelry and pocket chains
- Any clothing that presents a hazard to the safety of self or others
- Hats, skullies, hoods, bandanas, beanies, durags, and sunglasses MUST NOT be worn in the classroom and inside the school campus buildings. Headcovers for religious or cultural purposes are acceptable on campus.
- Hats (or above-mentioned headwear) may not contain gang insignias.

Grooming Standards

- Hair and makeup should not be so unusual as to be distracting. Hair and makeup should not disguise a student so they cannot be recognized. Students can be asked to modify hair and makeup to be recognized.
- Applying makeup, nail polish, hair spray, perfume, etc., in class is prohibited.
- For health and safety reasons, blankets are prohibited on students while on campus.

Dress Code for Performing Arts Classes

The SAE requires that all student artists wear proper attire to ensure focus on work and safety. All student artists should adhere to their specific arts discipline dress code expectations given by the

Department. The dress code is required to be followed during all classes, rehearsals and performances. If a student artist needs financial support in fulfilling dress code requirements, the parent/guardian must contact the Department Director for assistance. It is also suggested that parents review the course syllabus for each class to get detailed information regarding performance and rehearsal dress codes.

School Dance Dress Code

Informal dance dress code is the same as the dress code for a regular school day. For formal dances, appropriate clothing is required. Formal attire includes tuxedos, suits, dress pants, collared dress shirt with a tie, dresses or gowns. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal dresses must be mid-thigh or longer. Tuxedos must not be oversized. NO cut-offs, shorts, or sweat suits. **Students not dressed in appropriate formal dance attire will be sent home and no refunds will be given.**

CODE OF CONDUCT AND DISCIPLINE

Multi-Systems of Support (“MTSS”)

MTSS is an integrated, comprehensive framework that focuses on core instruction, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. This is a tiered approach to intervention and supports. Tier I includes whole school awareness and promotion. Tier II includes targeted group intervention and prevention. Lastly, Tier III includes wrap around intervention and supports for a small selected group of students.

Engaging in Harassment or Bullying Online

In accordance with our Student Technology Policy and Acceptable Use Agreement, students are strongly discouraging from engaging in behavior, such as posting online that perpetuates harassment of others, even if that student is only following or “liking” an account and not directly harassing others. Additionally, students are encouraged to report any cyberbullying against themselves or peers.

A student in violation of this prohibition may be subject to disciplinary action up to suspension and expulsion.

Restorative Practices

Restorative Practices (RP) are a set of principles employed by The SAE to build community and respond to student misconduct. The goal is to repair harm and restore relationships between those impacted. Students, families, faculty, and community members are encouraged to attend restorative circles. The RP program works to lower suspension and expulsion rates while simultaneously fostering positive school climates. RP research proves that it helps achieve the goal of eliminating racially disproportionate discipline practices.

Academic, Artistic, and Social Integrity

Integrity is a fundamental principle of scholarship. The content of assignments will reflect the results of a student's study and research. This work is expected to clearly distinguish a student's ideas from the ideas of others. Acknowledgement must be given to the source ideas or any words not one's own. The SAE will instruct students in Modern Language Association ("MLA") style citations, which is the expectation for all The SAE papers. Rewriting or printing information taken from a source without proper citation is plagiarism. It is also vital that students do their own work in daily class and homework assignments. Copying work, projects, etc., from others including books, internet websites, or any other documented form is unacceptable behavior and will result in loss of credit for the assignment for all parties involved.

The SAE encourages students to develop and understand their identity. Therefore, students are not to pose as anyone other than who they are and/or misrepresent themselves as a teacher, staff member, another student, etc.

Multiple infractions will lead to disciplinary measures that includes, but are not limited to: detention and on campus suspension. The goal of The SAE is to develop students who work independently and collaboratively with a sense of integrity and ethical standards of study.

School Dance, Activity, and Performance Attendance

If a student is suspended, for whatever reason, **within 10 (ten) days** of a dance or school-sponsored activity, they will be excluded from attending that dance or school-sponsored activity. If a student is placed on Alternative Setting, **within 10 (ten) days** of a dance or school-sponsored activity, they *may* be excluded from attending that dance or school sponsored activity (pending administrator review),

Chronic and/or excessive absenteeism may result in a student being excluded from attending any dance or school activity during the semester.

Students are **required to attend school on the day of all performances**. Unexcused absences on the day of a performance may result in ineligibility to perform.

Out of Class or Off-Campus without Permission

The SAE is situated uniquely in Downtown Pomona, as a member of its historic Arts District. Despite the shops and venues in the area, students are expected to stay on campus at all times, until they are picked up by a parent/guardian or the school day has ended, with the exception of off campus lunch for eligible students. When the school day has ended, students should act as responsible members of the Downtown Pomona community. Even when a student leaves campus, it is important that they remember they are a SAE Citizen. Leaving campus after school and returning is prohibited, unless the student has an appointment, performance, or emergency.

All students out of class are required to have an official pass if they are outside of their schedule, whether on or off campus. Additionally, there are no ins/outs of class (even with a hall pass) during the first and last ten (10) minutes of each class.

- Students out of class without an official pass may receive disciplinary consequences (including but not limited to lunch detention, Alternative Setting, suspension, Saturday School, and possible removal from the school if attendance criteria for school removal is met).
- Students are not permitted to leave campus during school hours with the exception of off campus lunch for eligible students, as described below.
- Any minor (between the ages of six (6) and eighteen (18) who has not completed high school or a high school equivalent is required to attend school for the full school day. Minors found in public areas during school hours may be subject to legal consequences.

Public Displays of Affection

The SAE supports a warm social environment and recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all public displays of affection (“PDA”) while on campus or while attending and/or participating in a school-related activity or event.

Being overly affectionate at school can be offensive and is generally in poor taste, taking the focus away from scholastic and artistic learning. The expression of feelings towards one another is a personal concern between the two individuals and thus, should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include, but are not limited to:

- Kissing
- Fondling
- Lap-Sitting
- Cuddling
- Inappropriate Touching
- Rubbing/Massaging
- Caressing/Stroking/Petting
- Excessive/Extended Hugging

Students caught engaging in such practices are subject to the following consequences:

- 1st Offense – Verbal warning, possible parent/guardian contact
- 2nd Offense – Parent/guardian contact, detention with Administrator (sixty (60) minutes)
- 3rd Offense – Behavior Contract, parent conference, school counseling referral, Administrator detention (120 minutes)
- 4th or more Offense – Parent/guardian notification of contract breach, Administrator consequences

Senior Pranks

The SAE does not approve of senior pranks, of any type. All students, regardless of their grade-level, who are involved in the carrying out of pranks, do so fully understanding the risk of disciplinary action and/or criminal charges if their actions are disruptive of instruction, destructive,

malicious, or harassing, especially if they target an individual. If a student willfully damages The SAE property or the personal property of an SAE employee, the student's parents/guardians are liable for all damages pursuant to our Lost or Damaged School Property procedures. Any theft of school property will also be prosecuted.

Sale of Outside Items

The sale of any items outside the parameters of school fundraising (such as slime, hair bows, candy, etc.) is prohibited on campus and at any school-related activity or event. All items will be confiscated from the student, and parents will be notified of the violation.

Vandalism and Tagging

Art without permission is vandalism. The SAE does not condone any type of graffiti or tagging that vandalizes, destroys, or in any way alters public or private property without the consent of the property owners. Consequences of vandalism may include possible police notification and arrest, two (2) to five (5) days of suspension, parents/legal guardian notification, due process hearing, possible expulsion from The SAE, and payment for damages. Tagging tools/implements will be confiscated.

Suspension and Expulsion

This Pupil Suspension and Expulsion Policy and Procedures has been established in order to promote learning and protect the safety and well-being of all students at The SAE. The full Policy can be found within the Appendices of this Handbook.

Involuntary Removal Process

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

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall

be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

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

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

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

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

The SAE believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, intimidation, harassment, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The SAE prohibits any acts of discrimination, sexual harassment, intimidation, harassment, and bullying altogether. A copy of The SAE’s complete Title IX, Harassment, Intimidation, Discrimination & Bullying Policy is available within the Appendix of this Handbook.

UNIFORM COMPLAINT PROCEDURE (“UCP”)

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of

noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

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

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

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The

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

Paul Treesuwan
Chief Academic Officer
295 N. Garey Ave., Pomona, CA 91767

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

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

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

The complainant has a right to appeal the Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School’s Decision, and the

complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

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

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

A copy of the UCP shall be available on The SAE website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

CAMPUS SEARCH AND SEIZURE

The SAE 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 The SAE rules and regulations, jeopardizes the health, safety, and welfare of students and The SAE employees.

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

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. 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. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

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

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

The SAE has developed a complete Campus Search and Seizure Policy, available on the website.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1)

year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Chief Executive Officer.

SCHOOL SAFETY

Commitment to Safety

The SAE is defined as Main Campus, Downtown Center Campus ("DTC"), Middle School Campus, and any buildings used by the school in the Pomona Arts Colony. The SAE is committed to ensuring that a safe environment is maintained for all students and will not hesitate to implement strong policy measures in situations that include, but are not limited to:

- Acts of violence
- Transport of a weapon to or from school
- Possession of a weapon on school grounds
- Use or sales of drugs at school
- Other crime-related issues

Students involved in any of these activities are subject to disciplinary consequences pursuant to The SAE's Suspension and Expulsion Policy and Procedures, located within the Appendices of this handbook. In addition, students and perpetrators may be referred to the Pomona Police for possible criminal prosecution.

Parents/legal guardians, please take time to explain The SAE's commitment to safety. Point out to your child(ren) that a poor decision now can have a lifelong impact. Tell them that we support them and that they need not be intimidated by other students' behavior. Please inform us if you hear of activities that sound like they might lead to inappropriate behavior and/or violence. Join us in our continual effort to make the safety of our school a top priority.

Walkovers

Student Walkovers are a unique part of The SAE experience. The purpose of Walkovers is to ensure that students move safely, during the school day, from campus to campus for their learning experiences. Walkovers are not to be done by students unless supervised by SAE Staff. If a student needs to be walked to another campus, they should go to the Main Office of their campus and request supervision, if they are not walking during supervised class changes. If a student cannot be immediately walked, they should wait in that office until supervision is available. Students may not drive in between campuses for Walk- Over purposes. Golf Cart transportation may be requested by parent/guardian and approved by administration, if student has doctor's note for temporary use of crutches or wheelchair.

Student Transportation

Bicycles, skateboards, and scooters are not permitted on campus. If students choose to ride one of these, they must provide their own locks for them and store them at the bicycle rack on the Main Campus or Middle School Campus bike enclosures. If students bring a skateboard, they must have it locked on the skateboard rack by a SAE security officer. The Charter School will not assume liability for the safety and security of student bicycles, skateboards, cars, and scooters. Hoverboards are prohibited.

- Students may ride bicycles/skateboards to school if they abide by the following safety rules including: Bicycles/skateboards are to be walked on school premises. Riding skateboards and scooters on campus is strictly prohibited (both during and after school hours).
- No riding in the school parking lots.
- Bicycles/skateboards/scooters must be parked in bike racks and locked.
- Only one person per bike/skateboard.
- Bicycle/skateboard riders must obey the same rules that apply to cars when using the street.
- Students may not drive, skateboard, scooter, or ride a bike during Walkovers.

Students who drive to school should ensure they obey all applicable traffic laws. Students are not to drive during the school day unless they have been given permission to leave campus by a parent/guardian, and signed out appropriately.

Parents/Guardians should use caution and review all applicable laws and policies when using digital transportation services such as Uber, Lime, and Lyft. The SAE is not responsible for student transportation, but works as a partner with parents to find resources to get students to The SAE on a daily basis.

EMERGENCY AND SAFETY PROCEDURES

Emergency Contact

In the event that a parent/legal guardian needs to get in touch with a student for an emergency, the parent/guardian can **call the North Campus (Middle School at (909) 622-0699 or the South Campus (High School) at (909) 436-1005.**

Students who need to contact parents/legal guardians in the event of an emergency can use the Charter School's phone with permission from a teacher/administration/office staff.

The SAE is committed to creating and maintaining a safe campus at all times, most especially during periods of emergency. To adequately prepare our students and staff for emergencies, The SAE conducts emergency drill and safety procedure training with students and staff each year.

Emergency Drills

Emergency drills are conducted during the school year. Drills are a serious practice so that everyone will be prepared should a real emergency occur. Usually, they are earthquake drills

because the evacuation procedures are the same for a fire drill. Procedures are reviewed with staff members who in turn teach them to students.

Emergency Procedures

In general, during times of emergency please follow the guidelines below. These guidelines will help us ensure your safety. The SAE will follow its Emergency/Safety Plan in times of emergency. Emergency evacuation procedures are posted in all classrooms. Students are to follow the directions of the staff or faculty at all times. Please keep in mind that there are two (2) possible emergency responses given a student's location:

Emergency Responses

All Campuses:

- If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. If during break, lunch, or the end of the school day, students are to report to their House advisor.

Off Campus (Community Service, Field Trip, etc.):

- Students are to report to their supervising teacher/advisor/mentor. Supervising personnel will call The SAE campus and report any absences.

Severe Weather Conditions

During severe weather conditions (tornado watch, lightning, high wind, flooding, extreme heat, etc.), the following situations can create safety problems: fallen trees, branches, power lines, light poles, etc. The safest locations are inside a building or, if you are in a vehicle, remain in the vehicle.

Students are not to be out and about in extreme conditions. Teachers will direct students into their classrooms. Teachers will take roll and students will not be released until it has been determined that it is safe to do so. Before students are released, parents/legal guardians must sign out in the Main Offices.

Comprehensive Safety Plan

The SAE has adopted a Comprehensive School Safety Plan, which is available at: The Main Campus Office.

Fire Alarm Tampering

Tampering with or setting off an alarm falsely violates the California Penal Code Section 148.4. Any student caught involved in such an act will be immediately suspended per Education Code 48900(f) and required to pay any fine or fee the school incurs. Local law enforcement may also apply consequences to the student involved.

Security and Safety Measures Before and After School

It is important for students to always follow good safety practices, such as:

- Have a partner or a group of friends with you when you are in the Arts Colony.
- Avoid isolated areas.
- When waiting for transportation, be in a location that is open and well populated.
- Do not walk with your cell phone visible in back pocket and/or hand. Put it in a secure location.
- Do not walk with a Charter School issued computer or personal computer visible or in hand
- If you are on the campus at night, wait for your ride in a well-lit area, preferably in a well-populated area or in a building.
- If you become concerned about your safety, immediately enter a building and/or notify a staff member.
- In the case of an unusual situation, immediately notify the closest SAE staff member.
- Report anything that seems suspicious to SAE staff.
- Remember that the best strategy for maintaining your safety, in any situation, is to be aware of your surroundings and to be prepared to remove yourself from the situation and seek immediate assistance.

Emergency Cards

Every student must have an updated emergency card, signed, and on file in the school office. Students may only leave campus with an adult whose name is listed on the emergency card. Identification will be required of all adults signing students out.

Parents/guardians should ensure that all of their information is correct in the school database. Parents/guardians are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailing will be received without delay. In the case of emergency, a parent or guardian will be quickly notified.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Animal Dissections

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

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer athletic activities (including dance team), we must immediately remove from a school-sponsored athletic activity for the remainder of the day a participant who is suspected of sustaining a concussion or head injury during that activity.

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

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Sudden Cardiac Arrest

The SAE is invested in the health of its students, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletic activities (including dance team) at The SAE, must review the information sheet on sudden cardiac arrest via the link below and on the school website: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

HEALTH SERVICES AND PROCEDURES

The SAE's health services are offered in the Front Office of each campus. Although The SAE does not have a health specialist on staff, office staff is available to provide assistance during school hours.

If a student needs health services during class time, the student should check out of class through their teacher. A student must then report directly to the Front Office. If an accident occurs on campus, the office staff will notify the parent or legal guardian and will make a report of the accident.

Students who develop symptoms of illness that requires isolation while at school will be separated from others immediately, and isolated in an area through which others do not enter or pass but which allows for staff supervision. Students exhibiting symptoms will be required to immediately wear a face covering, if not already doing so, and wait in the designated isolation area until they can be transported home or to a health care facility. Students will not be permitted to return to school until they have met Center for Disease Control (“CDC”) criteria to discontinue home isolation (e.g. the student has been cleared to attend school by a medical professional, has tested negative for COVID-19, and/or no longer demonstrates symptoms.)

Statewide/National Emergency Guidance

The SAE will follow all recommendations issued by the California Department of Education (“CDE”), California Department of Public Health, California Division of Occupational Safety and Health, and Los Angeles County of Education, and develop procedures for the safety of our students and staff. The SAE has developed a complete policy, available within the in our Comprehensive School Safety Plan

Medication

Student required to take, during the regular school day, medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or other designated personnel, if the school district receives: (1) a written statement from the student’s authorized health care provider detailing the name of the medication, method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or legal guardian of the student indicating the desire that The SAE assist the student in the matters set forth in the physician's statement.

The SAE has forms for the physician and parent/legal guardian to sign, when a student must take medication at school. Medication must be brought in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled.

The same directions apply for over-the-counter medication such as aspirin, Tylenol, and Midol. Students are PROHIBITED from carrying medication of any kind without a doctor's authorization for self- administration. Students may not offer their medication to another student at any time. Students who feel that they need medication must come to the Front Office where the staff will assist them in reaching a parent or legal guardian. The SAE is not authorized to administer medication to a student who does not have a physician’s and parent/guardian approval.

In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider, the Charter School shall obtain both (1) a written statement from the authorized health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and (2) a written statement from the parent, foster parent, or guardian of the student consenting to the self- administration, providing a release for the designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend

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

These required immunizations include:

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

Notwithstanding any other provision of law, students who are not exempt shall not be permitted to attend school until all required records have been received or a student qualifies for conditional

admittance. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of The SAE. The SAE's complete Immunizations Policy is located on The SAE website.

Physical Examinations and Right to Refuse

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in The SAE may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Mental Health Services

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

Available on Campus:

- School-based Counseling Services – your child is encouraged to directly contact a SAE School Counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The Counseling Office can also be reached at 909 622-0699 or 909 436-1005. Our SAE School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our SAE School Counselors or by an outside provider suggested below are voluntary.

- Special Education Services – if you believe your child may have a disability, you are encouraged to directly contact Mr. Phillip Todd at (909) 622-0699 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Mr. Paul Treesuwan at (909) 622-0699.

Available in the Community:

Tri-City Mental Health Services

2008 N Garey Ave, Pomona, CA 91767

Mental health services accessible by calling, walk-in, or via referral

Child and Family Outpatient Services (909) 766-7322

Project Sister Family Services

Monday through Friday 8am to 5pm (909) 623-1619

Evenings/Weekends (909) 626-4357

Pacific Clinics

Pacific Clinics Access Center: 1-877-PC-CARES (1-877-722-2737)

Open: 8:30 am – 5:00 pm, Monday – Friday

National Alliance on Mental Illness (NAMI) Pomona Valley

3115 N. Garey Ave., Pomona, CA 91767

(909) 399-0305

Available Nationally:

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

The SAE additionally maintains a Suicide Prevention Policy, available within the appendix of this Handbook.

Diabetes

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

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

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

Sexual Health and HIV/AIDS Education

The SAE offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The SAE does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

Required HIV/AIDS Prevention Education:

According to the California Healthy Youth Act (“CHYA”), HIV/AIDS-prevention education must be provided at least once in middle school and once in high school from instructors trained in teaching the subject. HIV/AIDS-prevention education, whether taught by school personnel or outside consultants, will consist of age-appropriate instruction using instructors trained in appropriate courses.

Notice and Parental Excuse

An open line of communication between parents/families and their students about human sexuality and HIV/AIDS is encouraged. We are respectful of the rights of parents/families to supervise their children's education on these subjects. Furthermore, parents/families may review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS-prevention education so that they can decide whether to have their child participate in all or part of the instruction or evaluation.

Parents/families have the ultimate responsibility for imparting values regarding human sexuality to their children. A parent/family of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS-prevention education, and assessments related to that education under the following conditions:

1. Each school year The SAE will notify parents/families about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors

that will be used prior to the instruction. The notice to parents/families must include all of the following information:

- The right to inspect written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS-prevention education is available for inspection.
- The parent/family has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Code 51930-51939).
- The right to excuse their child(ren) from participating by requesting in writing that their child not receive comprehensive sexual health education or HIV/AIDS prevention education.
- The right to be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When The SAE chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - o The date of the instruction

 - o The name of the organization or affiliation of each guest speaker

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to The SAE.

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

Human Trafficking Prevention

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

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

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

No Smoking

California State Law prohibits the use of tobacco products by minors. No one, adult or student, may use tobacco on school grounds and/or within one hundred (100) feet of the campus. Use or possession of tobacco or tobacco products by a student will result in suspension. Tobacco products include products containing tobacco or nicotine, including nicotine delivery devices such as electronic cigarettes, electronic hookah and other vapor – emitting devices. Any device that mimics the use of tobacco products is prohibited.

California Healthy Kids Survey

The SAE will administer the California Healthy Kids Survey (“CHKS”) to students at all grade levels through passive consent by parents or guardians. If parents/guardians wish to ‘Opt-out’ of the survey they must provide written documentation. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables SAE to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys About Personal Beliefs

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

Closed Campus

The SAE is a closed campus and non-SAE students are restricted from the campus at all times unless previous permission is granted through the Administration Office. Visitors must sign in at the Front Office at each campus and obtain a visitor's badge that must be worn for the duration of their stay on campus. Visitors must also sign out and relinquish their badge before leaving campus. Any visitor without a badge will be asked to leave immediately. Students are also prohibited from loitering in any gallery or hallway that is shared with the general public at the DTC Campus (downstairs backdoor lobby, gallery, etc.). The SAE additionally maintains a Campus Visitor Policy, available on The SAE website.

STUDENT ARTIST ACADEMIC PARTICIPATION CRITERIA AND REHEARSAL POLICY

Student Artist Academic Participation Criteria

All SAE student artists are expected to uphold a strong academic presence at the school. Students cannot have more than one (1) D or F in any class. Failure to meet this grade requirement at the end of a Quarter will require the student to be placed on *Academic Intervention*. Students on *Academic Intervention* may be excluded from participation in any non-graded art department performance or activity at the discretion of the Artistic Director. A student artist on *Academic Intervention* may also be excluded from any extracurricular trips or activities.

A second continuous Quarter on *Academic Intervention* will result in the student being placed on *Artistic Probation*. Any student on *Artistic Probation* will not be allowed to participate in any SAE ARTS program (i.e. performances, auditions, gallery exhibitions et al.) at the discretion of the Chief Academic Officer and the Artistic Director, and will be enrolled in a required SAE Academic Intervention program.

Any student at The SAE High School receiving an F in their Art Major course, may be placed on *Artistic Probation* after a parent meeting with the Chief Academic Officer and Artistic Director (or appropriate staff designee) to discuss appropriate next steps.

Any student on *Academic Intervention* or *Artistic Probation* will need one continuous Quarter of no more than one (1) D or F in their Courses to be reinstated with no further restrictions.

Artwork Exhibition Selection Policy

When required student artists' work will be selected for appropriate exhibition via a blind jury process. Student artwork will be submitted without names and scored by a relevant panel comprising The SAE Artistic Director, The SAE Director of Design + Visual Arts, Local Industry Professionals and appropriate, qualified guests as invited. All Artwork will follow appropriate content guidelines, timelines and schoolwide expectations. Due to confidentiality - artwork selection will not be discussed with students or parents at any time. All score sheets will be kept on file with the Artistic Director of The SAE until the end of school year. All exhibitions are overseen and directed by the Artistic Director of The SAE.

Rehearsals

Performing Arts students at The SAE will be expected and required to attend all after school rehearsals and performances as deemed necessary by the department and the school. Failure to attend may result in a negative effect to a student's course grade and multiple absences may affect student's participation in productions. Please note that consequences for excessive tardies will follow The SAE's Attendance Policy and may result in eventual removal from the course. Failure to participate in required productions will also negatively impact course grades. Specific requirements for production participation are outlined on course syllabi as needed.

All rehearsal schedules will be posted on Google Classroom and will be released to students by the Department Director or instructor in a timely manner. Rehearsal schedules should be

considered fluid, and may change based on the needs of the production. It is the responsibility of the student artists and parents to be aware of all current rehearsal schedules and attendance requirements. Please check specific requirements in each Department's course syllabi.

Production Casting

The SAE is committed to diverse, inclusive casting for every role, while honoring the author's expressed intentions and adherence to licensing agreements. All casting decisions are at the sole discretion of The SAE Faculty. The SAE student understands once a casting decision has been made, it is final. The faculty will not offer explanations for, entertain complaints about, or discuss in any way the decisions that have been made, with anyone. Faculty will not discuss specific casting decisions or the student's audition with the student's parent(s) at any time. General Departmental feedback will consistently be provided to improve student learning and schoolwide expectations.

Student Drop Off & Pick Up For Rehearsals and Performances

Student artists are required to be on time for all rehearsals and picked up promptly at the designated completion time. A student not picked up within fifteen (15) minutes of the posted completion time may result in a lower grade, or removal from the required production. Please contact the specific Department Director for further information.

Gallery Access and Use

As part of The SAE's The Downtown Center (DTC Campus), The Gallery at The Downtown Center, and The Treasury Gallery are key facilities. The art that is displayed in that gallery is delicate and expensive. If a student damages gallery property or any art in the gallery, accidentally or through intentional design, the student and the student's family will bear full financial responsibility for the cost of repair or replacement.

GENERAL INFORMATION

Community Involvement and Volunteering

To promote respect for the property of the community, students will be given the opportunity to serve on graffiti removal and mural teams during regularly scheduled community work days. The SAE is also committed to inviting guest speakers to educate students on legal and safety issues involved with tagging and graffiti.

Parent and Family Engagement Policy

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

with schools to ensure student success. A copy of the Charter School's complete Policy is available on The SAE website.

Messages and Deliveries to Students

The office staff are not able to deliver messages to students in classrooms unless there is a serious medical emergency or circumstances of similar urgency. Students are not to be pulled out of class for messages. **Please do not text or call students on cell phones while classes are in session.**

Field Trips and School Activities

Educational study trips are available to students at The SAE. These include walking trips, trips by private and district vehicles, buses or other public transportation. All trips require the written permission of the parent/legal guardian (waiver forms are available from each teacher). The student must also inform all of their teachers prior to participation and make up all work missed as a result of the trip. (See Performance Criteria)

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available on The SAE website.

Safe Storage of Firearms

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

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

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

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Tobacco-Free Schools

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

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

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

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

Security Golf Cart Safety

NO students will be allowed to be transported via golf cart unless there is: a non-life-threatening medical emergency (i.e. sprained ankle), an Administrative or Security concern, or written consent from parent with required doctor's note. A copy of the policy is available on the website.

- All passengers must wear seatbelts at all times
- Students MAY NOT operate the vehicle at any time
- All passengers must remain seated and keep arms/legs in the cart while in motion

Gallery Access and Use

The SAE shares the DTC with the art gallery located downstairs. The art that is displayed in that gallery is delicate and expensive. If a student damages gallery property or any art in the gallery, accidentally or through intentional design, the student and the student's family will bear full financial responsibility for the cost of repair or replacement. By signing and returning the form's signature page, you state that you understand this responsibility and accept the terms for student use of the gallery.

Identification Cards

Each student at The SAE will be issued a photo I.D. card. I.D. cards serve as proof of enrollment. Students are required to carry/display their ID at all times and must be able to produce their I.D. if requested by The SAE staff. I.D.s are required at all school sponsored events or functions. I.D. cards are used for the lunch program, Positive Behavior Intervention Services ("PBIS") store, Crises Prevention Hotline information. **Seniors must carry their I.D. cards when off campus at lunch.** *Lost or stolen I.D.s should be immediately reported to the Main Campus Office; replacement cost will be charged.*

Lost and Found

Lost and found articles should be turned in to the Front Office on each campus. Items will be held for one (1) month. After such time period, items will be discarded or given to charity.

Lost or Damaged School Property

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

School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Work Permits

BEFORE students start working, the Registrar at Main Campus must be contacted at (909) 622-0699. *Students must be 15 years of age, maintain a 2.0 GPA with no grade less than "C", and maintain satisfactory attendance in order to qualify for and retain a work permit.* The Executive Director/designee shall revoke a student's work permit whenever the Executive Director/ designee determines that employment is impairing the student's health or education. Therefore, The SAE will maintain the following policy:

1. Students whose total block absences exceed 50 blocks in any given semester, 90 per school year, will lose their right to a work permit and the Executive Director/designee will revoke the work permit.
2. In order for a work permit to be re-issued, students must meet the following criteria: No more than 3 unexcused blocks absences during the following grading period. Students must also maintain a 2.5 grade point average with no grade less than "C".
3. **Universal Meals Program (Breakfast and Lunch Program)**
Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Breakfast will be served five days a week and is twenty (20) minutes long. Lunch Break is approximately thirty (30) minutes. Free and reduced meal applications are available during registration or they may be picked up in the front offices. They must be completed and returned by the due date and a new application must be completed each year. The SAE requires all student(s)/parent(s) to fill out the form even if they may not be eligible for free or reduced meal. Menus are posted in the office and The SAE website each month. Students may bring lunch if they do not want to participate in the Universal Meals program. Students in the lunch line are identified using a student ID scanner. Students may receive breakfast during break or prior to school. Check with the Main Campus Office for current breakfast serving times.

Students are NOT allowed to leave campus during break, unless they are a senior and have followed all applicable guidelines for off-campus lunch. Students are required to return promptly to their class or activity at the end of nutrition break and lunch. Activities such as using the phone, the restroom, etc. should occur at breaks, and before or after school. Students unable or unwilling to follow the break and lunch schedules will be subject to disciplinary policies. Lunch break times may vary according to flex scheduling or special events.

Parents/guardians may provide their child with food that may be eaten during nutrition and/or lunch and may only drop food off for their student. **Glass bottles and glass containers are not permitted on school campus.** Parents may not bring food for any students other than their own (i.e., a whole pizza to share with class). The sale of any outside food items is prohibited on campus. If a student is having lunch dropped off at the Main Campus, please bring it to the Main Office. Middle School lunch drop-off is handled in the Middle School Front Office. Delivery services, such as Postmates, DoorDash and UberEats, **must be called into the office for approval by the parent/guardian before the food is delivered.** Parent(s)/Guardian(s) should call the main office of their student’s campus and inform the office staff that food is going to be delivered by a service, specifically for their student. Students may not authorize or order food delivery. Food will be held at the Front Office and students may pick the food up when lunch begins. Students will not be permitted to eat in the classroom, unless instructed to do so by school officials.

Student Meals

A copy of The SAE’s complete Universal Meals Policy is available within the Appendices of this Handbook. SAE also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available on The SAE website.

On-Campus lunch is located at The SAE Main and Middle School Campuses

All students are to return to and remain on The SAE Main Campus for lunch. Students found off campus without school and parent/legal guardian permission are subject to disciplinary action.

Off Campus Lunch

Only 12th grade students with parent/guardian permission may be eligible for “Off-Campus Lunch” Privileges. Eligible 12th grade students must produce their I.D. card on request from The SAE staff before leaving campus for lunch. Students must ensure they are responsible for being off-campus only during the designated time for lunch, and return before their class time begins. Off-campus lunch privileges can be revoked for attendance, behavior, and/or academic issues.

Unacceptable behavior while off campus may result in the permanent removal of a student's Off-Campus Lunch Privilege. Administration reserves the right to remove a student's Off-Campus Lunch Privilege indefinitely. Senior students are eligible to participate in The SAE's Off-Campus Lunch Privilege by submitting a permission form with parent/legal guardian signature, and by completing any HOUSE requirements submitted by the HOUSE teacher within the first 5 -10 school days.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within five (5) business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

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

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

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

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

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

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

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

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

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

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

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

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

Please notify the Chief Executive Officer at 909-622-0699. A copy of the complete Policy is available upon request on the website.

Gender Support Plans

The purpose of the plan is to foster inclusive and welcoming learning environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression (including transgender and gender nonconforming students). Additionally, to facilitate compliance with SAE policy, and local, state and federal laws that prohibit discrimination, harassment and bullying; to provide professional development to school staff regarding gender identity issues; and to create safe and supportive learning and working environments. The process should be used on a case-by-case basis to address the needs of transgender and gender nonconforming students. A copy of the plan is available on the website.

SCHOOL SPONSORED EVENTS AND REGULATIONS

Dress for most school sponsored events and functions, including dances, will be regular school attire. Any special attire will be announced prior to the event, function or dance. Students who are not dressed appropriately will not be allowed into the event, function or dance.

Students will be asked to present their The SAE Identification card (ID) to enter any school sponsored events and functions. Students need to bring their I.D. cards to all dances. Students must remain inside or within specified areas once they have arrived. Once a student leaves the event, function or dance, the student cannot return. The SAE's discipline policy and dress code policy applies.

Students are expected to follow school rules and the Code of Conduct at all school sponsored events and functions (including dances). Rules prohibiting smoking and drinking apply at all times, including at The SAE sponsored events or functions held off campus. Serious behavior violations and all substance-use violations may be referred to the police.

Guest Passes for School Sponsored Events

Students may obtain special permission to escort a Guest to school sponsored events or functions. Students must complete the Guest Pass form at least one (1) week prior to the event or function. Guests must accompany the identified student at all times during the event or function; must be a student of another school of eighteen (18) years of age or younger; and must present ID to staff or faculty members upon entering the event or function. The SAE Code of Conduct and other school rules and regulations apply. The SAE reserves the right to refuse service/entry to guests.

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

The SAE respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute. Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. A copy of the SAE's complete Student Freedom of Speech and Expression Policy is available on The SAE website.

PARKING INFORMATION

Parents/legal guardians and other visitors to The SAE are subject to the parking procedures and restrictions that apply to the facility that they are visiting. If visiting The SAE Main Campus, there is free street parking on the streets surrounding the school, most notably on Thomas and Commercial Streets, but also on Monterey and Main Streets. If visiting The Downtown Center, visitors must purchase a parking pass (subject to change) at the pay box on the corner of 3rd and Main Streets. Cars may be subject to ticketing and towing by Pomona PD if the parking pass is not displayed. Middle School parking is on Main and Third Streets as directed by city regulations. In addition, two (2) hours of free parking is available on the streets surrounding the school and in the Downtown Center parking lot in the marked spaces only.

Student Parking

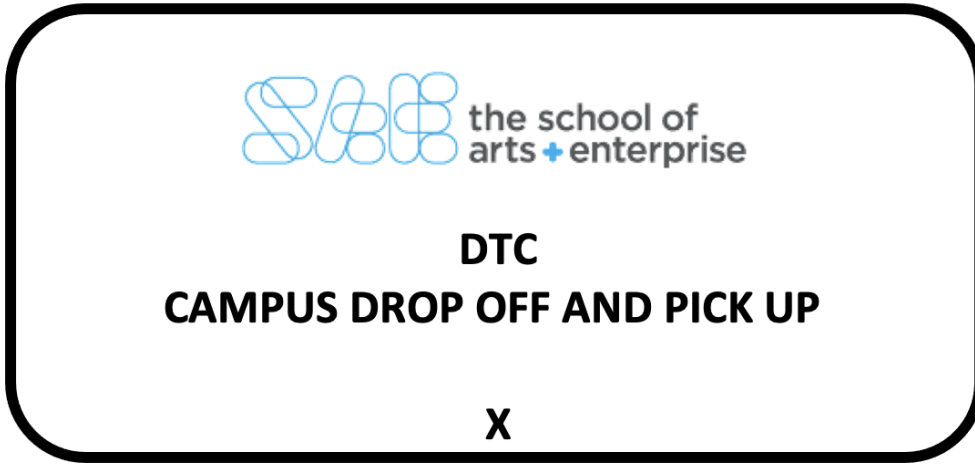
Students are not allowed to drive from campus to campus during the school day. They are required to walk under teacher/staff supervision, unless released with approved lunch permit, during lunch break. Students who choose to drive and park at the DTC must purchase a parking pass. Main Campus student parking is available in the west lot of The American Museum of Ceramic Arts (AMOCA). This is a privilege to use our neighbor's parking lot.

Student Drop-off and Pick-up

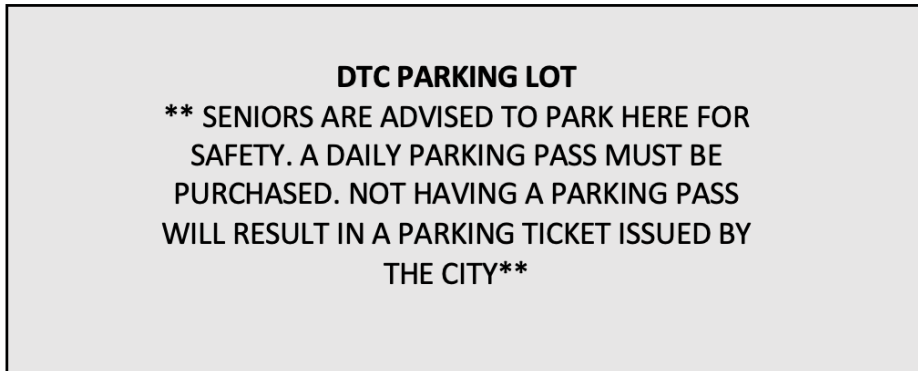
Each campus has its own procedures to follow to ensure the safety of students. Please refer to the illustrated maps on the following pages relevant to the building your student is attending. Please also remember to follow the instructions of staff and faculty when dropping off or picking up your students. Parents should drop-off their student(s) no later than 8:10 a.m. prior to school opening and pick up no later than 3:50 p.m. unless scheduled tutoring/ practice/ rehearsal.

SECOND STREET

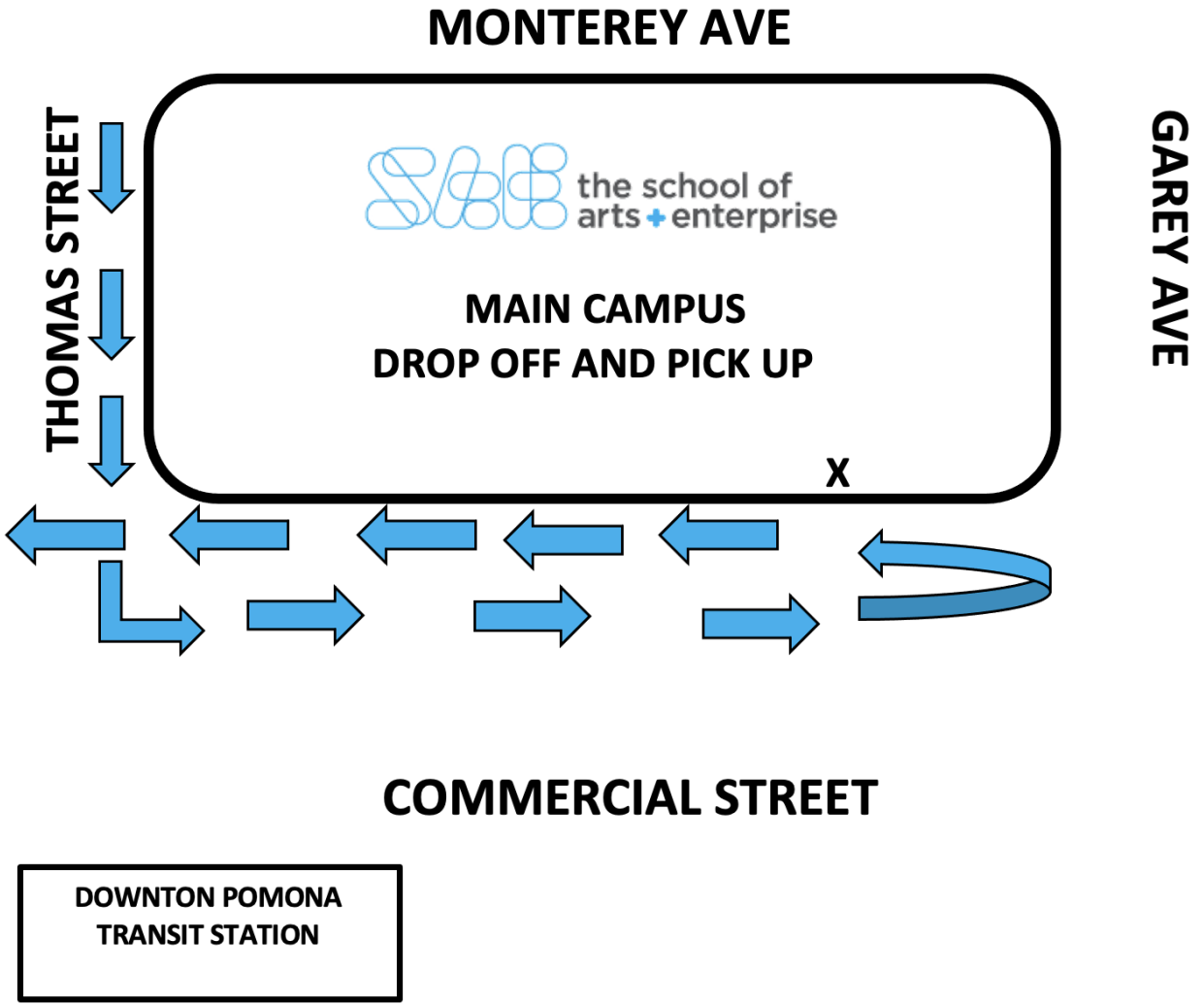
GORDON STREET



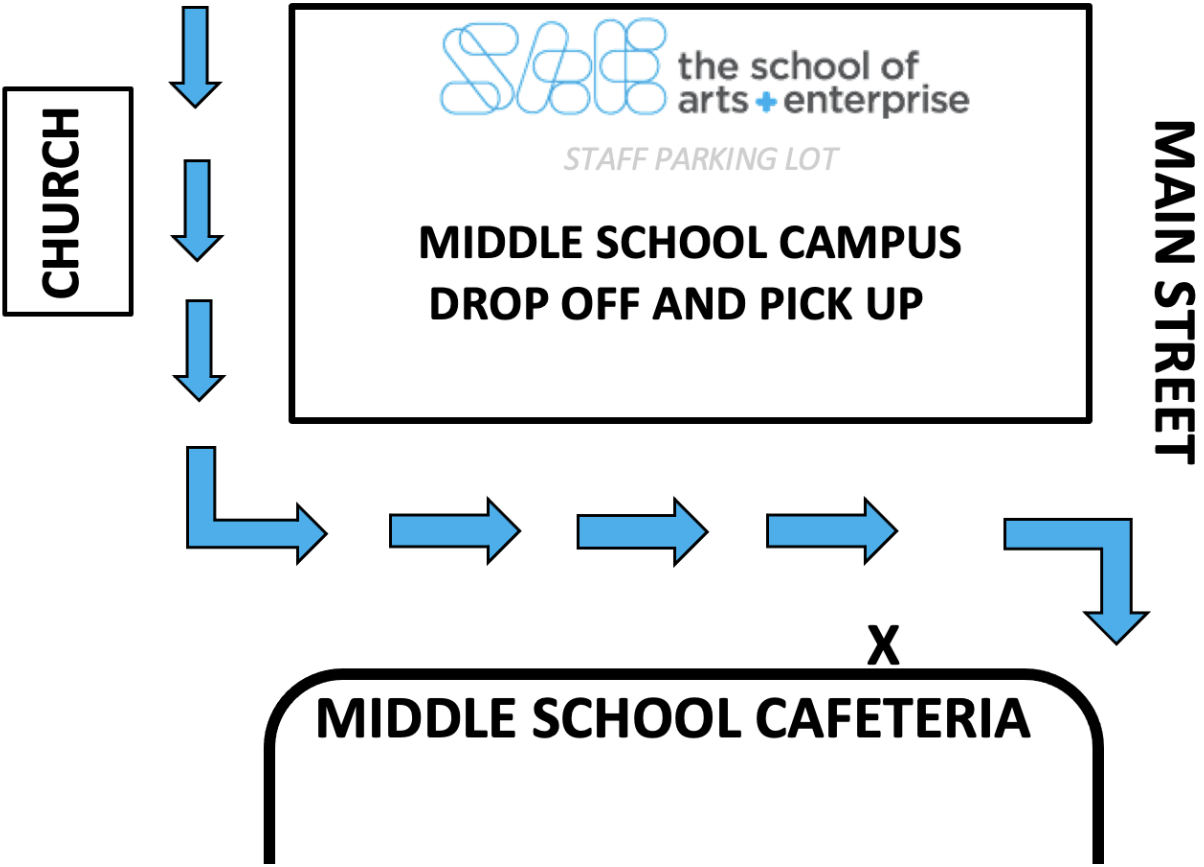
MAIN STREET



THIRD STREET



THIRD STREET



APPENDICES

Complete Board Approved Policies

1. Suspension/Expulsion Policy and Procedures
2. Title IX, Harassment, Discrimination and Bullying Policy and Form
3. Suicide Prevention Policy
4. Staff and Student Interaction Policy

All of The SAE Policies may be found on the website.

1. Suspension and Expulsion Policy and Procedures

Board Policy #:SAE-BP-007

Adopted/Ratified: September 2021

Revision Date: May 7, 2024

The Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the The School of Arts and Enterprise (“The SAE” or the “Charter School”). In creating this policy, The SAE has reviewed Education Code Section 48900, et seq, which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsion in order to establish its list of offenses and procedures for suspension, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900, et seq. The SAE is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the SAE Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director’s office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

^{3 3} The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

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

No student shall be involuntarily removed by The SAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian, and shall inform the student, the student’s parent/guardian of the basis for which the student is being involuntarily removed and the student’s parent, guardian’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian requests a hearing, the student shall remain enrolled and shall not be removed until The SAE issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

- 1) **Discretionary Suspension Offenses** Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

- kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases. 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. 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.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
 - p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
 - q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an

intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

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

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

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

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

iii. An act of cyber sexual bullying.

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

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are

directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with their academic performance.
 - viii. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by The SAE.
2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- iv. A message, text, sound, video, or image.
 - v. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - vi. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee’s concurrence.

3) **Non-Discretionary Expellable Offenses:** Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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 Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

(C) a weapon with a blade longer than 3 1/2 inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Suspension Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter 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 email, 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are

certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense., and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the 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 Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that

shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public

meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm.

The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

If, due to a written request by the expelled 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and the student's parent/guardian 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission of admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

- such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

2. TITLE IX, HARASSMENT, DISCRIMINATION AND BULLYING POLICY

Board Policy #: SAE-BP-009

Adopted/Ratified: September 2021

Revision Date: May 7, 2024

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The School of Arts and Enterprise ("The SAE" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying" describe altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means and all acts of the Charter School's Board of Directors ("Board") in enacting policies and procedures that govern the Charter School.

As used in this policy, "discrimination, sexual harassment, harassment, intimidation, and bullying" are described as the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy, and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism, religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics. Or based on any other characteristic protected under applicable state or federal, law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, The SAE will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom The SAE does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. The SAE will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted The SAE complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Jon Gundry, Executive Director The School of Arts and Enterprise
295 N. Garey Ave Pomona, CA 91767 909 622 0699
jgundry@thesae.k12.ca.us

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by The SAE.

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the

individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

“**Bullying**” is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more

acts committed by a student or group of students that may constitute sexual harassment hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

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

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

means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in The SAE’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that The SAE investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in The SAE’s education program or activity.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

The SAE advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

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

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to The SAE UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

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

2. Reporting

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

The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

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

Jon Gundry, Executive Director
The School of Arts and Enterprise
295 N. Garey Ave Pomona, CA 91767
909 622 0699 jgundry@thesae.k12.ca.us

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator

The SAE will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

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

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to The SAE's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or The SAE's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The SAE will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of The SAE to provide the supportive measures.

4. Investigation and Response

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

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

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

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that The SAE prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

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

- Informal Resolution

- If a formal complaint of sexual harassment is filed, The SAE may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If The SAE offers such a process, it will do the following:

Provide the parties with advance written notice of:

- The allegations;
- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
- The parties’ right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

Obtain the parties’ advance voluntary, written consent to the informal resolution process.

- The SAE will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. The SAE shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, The SAE will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in The SAE's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable The SAE policy.
 - The SAE may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at The SAE; or
 - The specific circumstances prevent The SAE from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, The SAE will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
 - Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- The SAE will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of The SAE's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action, up to and including expulsion from The SAE or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by The SAE in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find The SAE's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of The SAE's decision or resolution, submit a written appeal to the President of The SAE Board, who will review the investigation and render a final decision.

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

- The complainant and the respondent shall have the same appeal rights and The SAE will implement appeal procedures equally for both parties. Within five (5) business days of The SAE's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from The SAE’s dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- The SAE will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

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3. SUICIDE PREVENTION POLICY

Suicide Prevention Policy and Procedures

Board Policy #: SAE-BP-011

Adopted/Ratified: September, 2021

Revision Date: May 7, 2024

The Board of Directors of The School of Arts and Enterprise (“The SAE” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

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

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

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, The SAE created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

The SAE designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
 2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
 3. Charter School shall ensure that training is available for new hires during the school year.
 4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
-
1. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such

responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
- e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
1. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on The SAE guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on The SAE guidelines.
 - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
 - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).

- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

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

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on The SAE Web page and included in the parent handbook.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may

sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

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

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

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

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding The SAE's suicide prevention, intervention, and referral procedures.

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

The SAE will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness

Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

The SAE designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. High School Principal- Maria Cuadros-Solis
2. Middle School Principal – Brianna Nix

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

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

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

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. . The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

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

2. Ensure the student's physical safety by one or more of the following, as appropriate:
 - b. Securing immediate medical treatment if a suicide attempt has occurred.
 - c. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - d. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - e. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - f. Moving all other students out of the immediate area.
 - g. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - h. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - i. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, The SAE shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, The SAE may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at The SAE.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

may receive assistance from The SAE counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

1. Contact the parent/guardian and offer support to the family.
 2. Discuss with the family how they would like The SAE to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
 3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
 4. The suicide prevention liaisons shall handle any media requests.
 5. Provide care and determine appropriate support to affected students.
1. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

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

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

Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.

4. Identify students affected by suicide death but not at risk of imitative behavior.

2. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

5. Consider funeral arrangements for family and school community.

6. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

7. Identify a media spokesperson if needed.

8. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p>“Died by suicide” or “Took their own life”</p>	<p>“Committed suicide” Note: Use of the word “commit” can imply crime/sin</p>
<p>“Attempted suicide”</p>	<p>“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide</p>

10. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the numbers on all student identification cards:

- National Suicide Prevention Lifeline (/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255) on all student identification cards. The SAE will also include the number for the Crisis
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line, which can be accessed by texting : Text “HOME” to 741741 and a local
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860

Local suicide prevention hotline on all student identification cards. telephone number

4. STAFF AND STUDENT INTERACTION POLICY

Board Policy #: SAE-BP-024

Adopted/Ratified: September, 2021

Revision Date: May 7, 2024

Professional Boundaries: Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- a. Giving gifts to an individual student that are of a personal and intimate nature.

- b. Kissing of any kind.
- c. Any type of unnecessary physical contact with a student in a private situation.
- d. Intentionally being alone with a student away from school
- e. Making or participating in sexually inappropriate comments.
- f. Sexual jokes.
- g. Seeking emotional involvement with a student for your benefit.
- h. Listening to or telling stories that are sexually oriented.
- i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after class discussions with a student professional and brief.

- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director or designee about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Additional School Policies

5. Dual Enrollment Policy

Dual enrollment, also known as concurrent enrollment, is a partnership between high schools and higher education institutions that allows high school students to take college courses and earn transferable college credit. These courses are taught by college professors at the high school campus and can count toward a student's high school diploma. Dual enrollment can help students reduce college costs and get a head start on their higher education goals. Grades from dual enrollment courses can also boost high school GPAs.

Dual enrollment qualifications include:

- Grade point average (GPA): Student needs to maintain a minimum GPA of 2.5, or approval from Chief Academic Officer.
- Grade: Students need to be at least a sophomore to be eligible.
- Parent permission: Students need parental permission.
- College course prerequisites: Students may need to meet college course prerequisites, such as course placement criteria or placement exams.