

Heartwood Charter School

Agenda for the Special Meeting of the Heartwood Charter School Board of Directors

Location: 170 Liberty School Road, Petaluma, CA 94930

Call in location: 55 Fire Rd, Woodacre, CA 94973

The meeting may be joined by phone: [\(US\) +1 309-205-3325](tel:+13092053325) Passcode: 523380

Or by video conference

Join Zoom Meeting: <https://us06web.zoom.us/j/89217203936?pwd=bX3qJc2JmZ1JpR5X9VHxsC6TyRQJ4n.1&jst=2>

Tuesday August 11, 2026

12:30 PM Public Session

Call to Order

- I. Roll Call
- II. Closed Session
 - A. Hearing for involuntary withdrawal.
 - B. Action taken in closed session
- III. Regular Meeting
 - A. Agenda Adjustments and Approval
- IV. Public Comment
- V. Board Discussion
 - A. Faculty Transitions
- VI. Reports and Information
 - A. Director's Report
 1. Staffing
 2. Academics
 - B. Finance
 1. Budget Report
- VII. Action Items
 - A. The Board will consider the personnel actions and approve, defer or agree to study further.
 - B. The Board will consider enrollment limits for individual Bothin and Homeschool classes for the 2026-27 school year, and approve, defer or agree to study further.
 - C. The Board will consider the revised Family and Student Handbook for 2026-27 and approve, defer or agree to study further.
 - D. The Board will consider the revised Extreme Weather Policy and approve, defer or agree to study further.
- VIII. Board Discussion – this time is reserved for Board members to address colleagues and staff about matters they believe need study or action. The President will direct what action he or she feels should be taken on any item introduced by a Board member.
 - A. Teacher transitions
 - B. School initiatives for academic improvement
 - C. School initiatives for community engagement
 - D. School initiatives for administrative capability and reliable results
- IX. Closed Session
 - A. Public Employee Performance Evaluation (Gov. Code section 54957(b)(1).)

- X. Open Session
- XI. Action Taken in Closed Session
- XII. Dates and Future Agenda Items conditions
- XIII. Adjourn

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 - A. Teacher transitions
 - B. School initiatives for academic improvement
 - C. School initiatives for community engagement
 - D. School initiatives for administrative capability and reliable results
 - E. Renewal
- IX. Closed Session

- A. Public Employee Performance Evaluation (Gov. Code section 54957(b)(1).)
- X. Open Session
- XI. Action Taken in Closed Session
- XII. Dates and Future Agenda Items conditions
- XIII. Adjourn

Heartwood Charter School

Board Budget Report

August 11, 2026

Budget Forecast for 2026-27 School Year

Enrollment for 2026-27 is still forming as families make final decisions. Current figures are close to targets.

Revenues are still expected to be close to those forecast in the Heartwood Approved Budget for 2026-27.

Personnel Actions 8/11/2026

Employee		Status	Assignment	Action	FTE	Current Salary	Current Hourly	Proposed Salary	Proposed Hourly Pay	Proposed Est Annual	Effective Date
McVeigh	Barbara	New	Class Teacher	Approve new hire	1.00			per Salary Scale			8/16/2026
Wells	Tyler	New	Teaching Asst	Approve new hire	1.00			per Salary Scale			8/16/2026
Rao	Roopa	New	Education Spclst	Approve new hire	0.50			per Salary Scale			8/1/2026
Pombo	Kelsie	New	Outdoor Asst	Approve new hire	1.00			per Salary Scale			8/16/2026
Bailey	Sheona	New	Education Spclst	Approve new hire	1.00			per Salary Scale			8/1/2026
Porter	Katherine	New	Academic Spclst	Approve new hire	1.00			per Salary Scale			8/1/2026
Prescutti	Kelly	Current	Class Teacher	Approve Reassignment	1.00			per Salary Scale			8/16/2026
Bowers	Kelly	Resigned	Academic Spclst	Acknowledge, not started	1.00						5/15/2026
Brillault	Katie	Resigned	Class Teacher	Acknowledge	1.00						7/31/2026
Farallon	Rebecca	Resigned	Teaching Asst	Acknowledge	0.20						6/30/2026
Hiller	Haila	Resigned	Teaching Asst	Acknowledge	0.20						6/30/2026
Burningham	Tiffany	Resigned	Class Teacher	Acknowledge	1.00						6/30/2026
Sheffield	Elizabeth	Non-renewal	Education Spclst	Acknowledge	1.00						6/30/2026



Heartwood Charter School Governing Board

Bothin Program Class Enrollment Limits 2026-27

12/9/2025 [Approved Update](#)

2026-27 School Year

Class	Enrollment Status	Possible Advancement
TK 1 (youngest)	Open to capacity of 10 (minimum 10)	--
TK 2	Open to capacity limit of 16	--
K	Open to capacity limit of 20	20
1	Open to capacity limit of 24	21
2	Open to capacity limit of 22	19
3	Frozen enrollment and currently closed	20
4	Frozen enrollment and currently closed	24
5	Open to capacity limit of 21	17
6	Open to capacity limit of 21	17
7	Frozen enrollment and currently closed	18
8	Frozen enrollment and currently closed	19

Open classes may have room for additional students up to the stated capacity limit. Individual classes may have different size limits. Once the limit is reached, the classes are closed. Student withdrawals may be filled up to the limit.

Closed classes are currently closed to new students, but withdrawals may be filled up to the stated limit.

Frozen enrollment classes are currently closed to new students and only currently enrolled students will be admitted. There is not a stated class size limit, and withdrawals will not be filled. Additional students may be admitted if recommended by Administration and approved by the Governing Board.

Limited classes are closed with a limited number of new students allowed. After the new student limit is reached, the class will be again closed and frozen. There is not a stated class size limit, and withdrawals will not be filled.



HEARTWOOD

CHARTER SCHOOL

Parent/Student Handbook

WELCOME

Thank you for choosing Heartwood. We welcome you to our community and look forward to the years ahead with your family. The Parent Handbook policies and procedures are guidelines for parents, caregivers, and students participating in programs at Heartwood Charter School.

[Link to the Parent Student Handbook](#)

[Admissions and Enrollment Policy and Procedures](#)

- **[Heartwood Inter and Internal -Program Transfer Guidelines](#)**

[Immunizations](#)

[Missed Assignment and Involuntary Removal Policy](#)

[Policy on Promotion and Retention](#)

[Reading Difficulties and Risk Screening Policy](#)

[Extreme Weather Policy](#)

[School Sponsored Field Trips & Cultural Excursions Policy](#)

[SAFETY PLAN AND INSTRUCTIONAL CONTINUITY PLAN \(NON-CLASSROOM BASED\)](#)



HEARTWOOD

CHARTER SCHOOL

Student & Family Handbook

2026-2027

**Main Office(707) 200-7812
enroll@heartwoodcharterschool.org**

**One Site Bothin Staff:
(415) 328-1020
or email bothin@heartwoodcharterschool.org
<https://heartwoodcharterschool.org/>**

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Welcome

Thank you for choosing Heartwood Charter School! (“HCS,” “Heartwood,” or “Charter School”). We welcome you to our community and look forward to the years ahead with your family. The Student & Family Handbook (“Handbook”) contains important information regarding the Charter School’s policies and procedures. It is expected that every family read the Handbook to become familiar with HCS’ policies and practices. Please do not hesitate to contact Heather Deyden if you have any questions about the contents of this Handbook. We appreciate your partnership in your child(ren)’s educational journey!.

HCS is a child-centered, independent learning study program with a site-based component located at our Bothin campus. With attention and care we aim to provide a stimulating and enriching education, awakening critical and creative thinking, instilling a love of work and learning that propels our students to make positive, heart-felt, and inspiring contributions to our shared world.

Mission Statement

The mission of Heartwood Charter School is to provide a supportive independent study learning environment. Our goal is to ensure both the humanity and future potential of our students through an instructional model that respects their gradually developing capacities and embraces a full integration of body, heart, and mind. We seek to provide students with an unshakable sense of their connection to and relationship with the natural world and with each other, and by extension, the community of humanity. Our goal is to graduate students who are proficient in all core subjects, well-prepared to pursue further academic and personal goals, and motivated to make positive, ethical and creative contributions to their world.

School Verse

This is our school.

May peace dwell here.

May the rooms be filled with contentment.

Let love abide here: Love of one another, love of the earth, and love of life itself.

And let us remember that as many hands build a house, all our hearts make this school.

Educational Principles and Goals

Developmental Academics: Within our curriculum, we integrate art, drama, music, stories drawn from diverse times and cultures, movement, handwork, and gardening. The curriculum has a strong foundation inspired by the developmental philosophy of a Waldorf-inspired curriculum and Whole Child education

Deep Ecological Values: We emphasis reverence for and stewardship of the earth, a respect for its cycles and rhythms, and a deep awareness of the connectedness and diversity we share in all life forms.

Community as a Vehicle for Education: We celebrate and work together to create a safe, joyous, and healthy learning environment for our students, faculty, staff, and families. Within our

community, we model the characteristics we seek to cultivate in our children: respect, compassion, courage, personal integrity, and social responsibility.

Program Descriptions

Traditional Homeschool Program

The Traditional Homeschool Program employs a variety of learning methods, including classes with vendors in the community, project-based learning, parent-designed units using pre-approved curriculum, online classes or curricula, and other unique and specialized education opportunities to allow students to pursue interests and discover effective learning styles. Parents/Guardians are the primary teacher for their child, and all assignments are assessed by the certificated teacher to award grades and the time/credit value for the student's work. When needed, Heartwood teachers lead parents/guardians through their role as home teacher, as well as students through specific learning tasks to demonstrate mastery of each subject. A variety of support levels are available, from fully developed curricula to lessons and units created by the parent. Students using the Traditional Homeschool approach will be allocated curriculum funds from which teachers approve curriculum and enrichment classes to fit each student's goals. Teachers help parents consider students' learning styles and interests when determining each student's instructional plan.

The Bothin Campus

The Bothin Campus is Heartwood's site-based campus that offers an abundant natural wonderland where children and their educators gather under the trees, in yurts, a barn, and historic buildings and cottages. Seasonal creeks and waterfalls provide a rich world of possibilities for play that inspires, informs, and nourishes.

Our academic programs are designed to spark the interest of the child in the early years via imagination, and as they grow, with more critical thought. In the [Kindergarten program](#), the child's interest is stimulated with play, social interaction, and work. The interest in the [grades student](#) is fostered through the arts: hearing the story of the farm day told by a farmer, participating in a play about Julius Caesar, or painting a flower in botany. When academics are brought to life, the work of reading, writing, and math becomes the inspiration for the students to create their own textbooks with original writing and illustrations, called Main Lesson Books.

All our students are strengthened in their learning by the consistent rhythmical arrangement of the lessons. The order of activities each day has a sense of 'breathing in' and 'breathing out.' This sense of rhythm is further supported with a consistent weekly schedule and the marking of the year via seasonal festivals and the children's experiences in nature. The conscious use of these rhythmical patterns enhances memory development, builds a sense of security, and instills a sense of active participation in their education as they know what they are moving into next.

The cornerstone of the day in the grades takes place during the main lesson period. The main lesson period is typically two-hours and provides the time to explore a topic in-depth through movement, artistic

rendering, and work in the Main Lesson Book. The content of main lesson is explored in an educational block format lasting two (2) to five (5) weeks.

Enrollment Requirements

General Enrollment Requirements

- A student must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year.
- In accordance with Education Code Section 48000(c)(1)(G), a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program.
- A student's age cannot exceed nineteen (19) years for initial enrollment unless the student has been continuously enrolled in school and making satisfactory progress toward graduation; if a student was not attending school at any time after his/her 19th birthday, he/she may not enroll with Heartwood Charter School.
- A student must have completed the Heartwood online enrollment application, submit the applicable compliance documents, and signed an Independent Study Written Agreement prior to starting courses. (See below for more information).
- In accordance with Education Code Section 51747.3, a student must reside within a county in which HCS is authorized, or a contiguous county to the county in which HCS is authorized. Please refer to this list of counties that HCS is authorized in:
 - Sonoma
 - Marin
 - Solano
 - Contra Costa
 - Mendocino
 - Lake
 - Napa
- Students must provide proof of residency for their primary residence, such as utility bills (gas, electric, water), lease agreements, property tax bills, mortgage statements, vehicle registration, pay stubs, or correspondence from government agencies.
- A student may only be enrolled in HCS and not be concurrently enrolled in another school, public or private. (unless prior permission is given for a community college).

Program Requirements

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be **20 school days**.

When special or extenuating circumstances justify a longer time for individual students, the senior director or their designee may approve a period not to exceed **40 school days**.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete **3 missed assignments** during any period of **20 school days** or fails to make satisfactory educational progress (as defined below) the Executive Director or designee will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained as a mandatory interim pupil record. The record shall be maintained for a period of three (3) years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress: shall be based on all of the following indicators, as applicable:

- The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments, as confirmed by the Certified Support Teacher.
- Learning requirement concepts, as determined by the Certified Support Teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the Certified Support Teacher.

Please see the complete Independent Study Policy on the HCS website.

Written Agreement

To attend HCS, each student, parent/guardian, supervising teacher (CST), and certificated individual responsible for the student's special education programming (if applicable) shall sign a Written Agreement (WA) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to the Charter School support team via digital signature sent out by the Support Team from enroll@heartwoodcharterschool.org. No student or parent/guardian will have access to the curriculum until the WA is signed and returned. Failure to sign and return a WA will prevent a student from commencing with independent study. The signed WA is the agreement that the student and parent/guardian sign to demonstrate their intention to continue enrollment and comply with the Independent Study policy.

An addendum or updated WA must be submitted and signed by all parties if changes are made in courses, supervising teacher, or grade level during the school year.

Instructional Funds

Instructional funds are kept internally and used by a parent/guardian for educational support. Funds are never directly provided to a parent/guardian or a student, instead they are kept within an ordering system and processed with purchase orders and invoices between the Charter School vendor department and the approved vendor.

Material Orders

- Parents/guardians **MUST HAVE** a signed WA and Family Ordering Acknowledgement on file with the student's CST before placing their first order request. The order request will be denied if both of these documents are not fully executed and on file.
- Parents/guardians must verify with their student's CST that the core curriculum is in place. Orders for extracurricular activities and materials will not be placed if the core curriculum is not sufficient for the scholar's needs.
- All materials must be nonsectarian unless the material is being used to teach about religion. Materials that are faith-based will not be approved.
- HCS does not approve reimbursements.
- All orders must be placed with an approved vendor
- Parents/guardians should visit the approved vendor's website to locate preferred materials, note the item number, product description, grade level, and price. HCS recommends double-checking the item number and if a mistake is discovered to immediately contact the student's CST to remove the item prior to it being ordered. If the order has already been placed by the CST, there are no returns. The ordering system will automatically calculate shipping and tax. Funds within each account will adjust once orders are matched with the invoice.
- Parents/guardians must use the list of [consumables versus non-consumables](#) and our [Instructional Funds Guidelines](#) as your guide for what is allowed and what is not.
- For a list of [what is acceptable, please refer to this list](#).
- If parents/guardians order non-consumable item(s), parents/guardians and the student are responsible for the item and any lost or damaged non-consumable materials will be paid out of pocket if they are not returned upon withdrawal or graduation. Non-consumables must also be returned to the student's CST once the student has finished using them. Orders may be tracked within the ordering system. The ordering system will show when the CST approved the order and when the order was placed.

Service Orders

- Parents/guardians **MUST HAVE** a signed WA and Family Ordering Acknowledgement on file with the student's CST before placing their first order request. The order request will be denied if both of these documents are not fully executed and on file. Do not place orders for classes with faith-based instruction.

- Parents/guardians must verify with the student's CST that the student's core curriculum is in place.
- HCS does not reimburse for services and will only pay using a Purchase Order (PO).. The PO is HCS' promise to the vendor that HCS will pay the vendor. The vendor needs to see the PO before they will provide services to student(s).
- Check HCS' Approved Vendor List to locate vendors . Use the [Instructional Funds Guidelines](#) as the guide for what is allowed and what is not.
- Please make sure that you have followed the vendor's process for registration before submitting your order with HCS.
- Please be as specific as possible when filling out the order by providing as much information as possible in the description of the order.
- All fields are required in the ordering system when placing a service order. Tax and shipping will not be calculated for service orders.
- Parents/guardians are able to track the progress of the orders that have been placed within the ordering system.

For a list of [what is acceptable please refer to this list](#).

Non-Consumable/Technology Return

Please follow these steps to return all technology and non-consumables purchased with funds provided by HCS. If you are unsure of what items fall into the category of non-consumable, please refer to the parent/guardian ordering website for a list of non-consumables purchased with funding. The student's CST is also able to provide the list.

- All non-consumables must be returned upon withdrawal. If it is not returned upon withdrawal, the parent/guardian is responsible for all return costs.
- Please send or deliver all non-consumables to the student's CST directly or to the Heartwood Charter School Resource Center located at:

Heartwood Charter School
170 Liberty School Road
Petaluma, CA 94952

If the parent/guardian wishes to keep the non-consumables they have the option of paying for the items. The cost of the items will be 80% of the originally purchased price, which can be found in the ordering system. HCS will provide an invoice for the cost of the items. All payments must be made out to Heartwood Charter School via check.

Purchasing or Borrowing Technology for Homeschool Students

Parents/guardians with students enrolled in the Homeschool program have the option of using school funding for approved technology. Otherwise, HCS has the ability to provide technology on loan for a specific term. All technology is non-consumable and must be returned in the condition it was received.

The parent/guardian on file is responsible for all technology provided by HCS and will be financially responsible for damage or lost items. (Please see the Lost or Damaged Property Notice within the Annual Notification Guide in the Appendices of this Handbook for more information)_

Technology is tracked in the ordering system as a non-consumable and must be returned to HCS during the withdrawal process.

All technology is owned by the Charter School and should be treated with care.

Learning Period Meetings

Before the end of each learning period each student's CST will arrange a meeting with the parent/guardian and the student(s) in the household who are enrolled at HCS. Please read over these guidelines to find out what to expect.

Meetings may be conducted via:

- In-person at a setting mutually agreed upon by the CST and parent/guardian; or
- Virtually using a program like Zoom or Google Hangouts
 - The camera function must be used with whichever device is being used for the meeting
- HCS does not permit phone call meetings

What to expect during the learning period meeting:

- All students within the household enrolled at Heartwood Charter School in grades 6-12 must be available to actively participate in the meeting
- Students in grades TK-5th are encouraged to participate in the meeting
- The CST will ask various questions and go over topics related to each student's education and material covered during the learning period

The CST may ask any of the following questions:

- What subjects did you cover during this learning period (TK-7th grade)?
- How was time spent covering the courses listed on the WA (high school students)?
- Can you please show me some of the things that you worked on during this learning period?
- What was the most exciting thing that you worked on?
- What was the most fascinating thing that you learned?
- What are your education plans for the upcoming learning period?
- Do you need help with selecting additional material or resources for the upcoming learning period?
- How are the classes/courses going with a [vendor name]?
- Do you need help coming up with activity ideas or ways of enhancing each student's education within the household?

Work Samples for Portfolio

TK-8th grade students must submit one (1) work sample before the end of each learning period. Work sample subjects will be assigned by the CST or Support Team to ensure a well-rounded portfolio of samples. Please note that work sample submission for portfolios is IN ADDITION to turning in all regularly assigned work throughout the learning period.

High school students (9th-12th grade) must submit one (1) work sample per each core subject before the end of each learning period. Please refer to [these guidelines](#) for specifics regarding High School work samples.

HCS will add examples of work samples that have been submitted to the HCS CST team throughout the years on this page to help you with ideas, tips, and tricks on what makes a quality work sample.

Please make sure that all work samples submitted to the CST include the work sample cover page.

- If the student has answered a list of questions and will be submitting the answers as a work sample, the list of questions must also be submitted. This includes writing prompts.
- The sample must relate to standards for the grade level of the child unless child has an Individualized Education Program (“IEP”) and is on an alternative curriculum.
- Video and PowerPoint projects are permitted for work samples as long as they are directly addressing a specific course listed on the student’s WA.
 - The student must be the main creator of this project and the content within the project.
- If a photo image of an activity is submitted, please make sure that it is accompanied by written content explaining the relation to a course listed on the WA as well as details on what the student is learning in the photo.
 - HCS recommends for TK-2nd grade students that the student attempt written content and the parent/guardian submits clear details (if the student is not writing in full sentences)
 - For 3rd grade students and higher, we recommend that the students provide the majority of the written content. If it is necessary for the parent/guardian to provide additional details explaining course relation, please do so.
- How much written content is needed for each work sample?
 - For students in grades TK-2nd most written content is approved coming from the student
 - For students in grades 3rd-8th HCS does need to see a minimum one-half page of written content. The CST team will always keep in mind the student’s abilities and grade level
 - For high school students, HCS requires a full page of written content reflecting a minimum of one (1) hour of work.
- How many minutes do we need to log for Physical Education?
 - HCS requires at least 200 minutes of Physical Education or 30 minutes per day

For high school students, HCS requires at least 800 minutes per learning period.

Fulfilling Physical Education Requirements

Logged minutes must be during school days, HCS cannot accept minutes logged during the weekends or holidays. All minutes must be logged during each learning period using the HCS provided template according to the student’s grade.

Students enrolled in TK-8th grade are required to log a minimum of 200 minutes per learning period for full credit.

Students enrolled in 9-12th grade are required to log a minimum of 800 minutes per learning period for full credit.

Students must adhere to *EC* sections 51222, 51225.3, 51241, and 60800, the latter requiring all students in grades five, seven, and nine to be tested in the state’s physical performance test (FITNESSGRAM®).

Assessments & State Testing

Benchmark Assessments

Diagnostic Assessments in mathematics and reading or early literacy are required for all students in grades three (3) and higher. Assessments are proctored remotely by the following personnel:

- Credentialed Support Teacher (CST)
- Class Teacher
- Education Specialists
- Academic Specialists

These assessments play a crucial role in identifying each student's unique needs and their academic starting point. They serve as the foundation for ongoing progress monitoring to determine whether a student is on track to achieve their end-of-year goals.

The first set of assessments must be completed anytime during the month of September, and the second set of assessments must be completed anytime during the month of January. **All assessments must be completed by the last day of instruction in September and January, respectively.** Students are required to complete their first set of assessments within thirty (30) days of their initial enrollment date.

Note: Students who enroll after January 1st are only required to complete one set of assessments.

All benchmark assessments are to be conducted in a proctored setting, with CSTs serving as proctors in small groups, either virtually or on the Bothin campus.

Students and parents/guardians can access support provided by HCS' resources if any concerns are identified in the assessment results.

STAR Assessments

English Language Arts (ELA) and Math (TK-12)

- Maximizes classroom instruction through reliable assessments delivered efficiently.
- Informs appropriate instruction through intuitive reporting regarding student performance.
- Please refer to the [Family Guide](#) for Remote Administration.
- [Guía para las familias](#) Aplicación de Evaluaciones Star de forma remota.
- For more information on STAR see the [Parent Resources](#).

Freckle Assessments

- Differentiated practice aligned to ELA and math standards.
- Continuously adapts for scholar practice in math or ELA activities, with scholar-friendly incentives and age-appropriate designs to provide a balance of fun and learning.

- Increase scholar growth and proficiency through standards-based skill development in math or ELA, personalized goal setting, and mastery.

Testing Accommodations

Accommodations will be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 plan. For more information, please contact Heather Deyden, 504 and IEP Coordinator (sped@heartwoodcharterschool.org).

Data Privacy

All assessment data will be handled in compliance with the Family Educational Rights and Privacy Act (FERPA), and applicable state law.

Failure to Participate

All Charter School students are required to participate in the above-described assessments to demonstrate engagement in the independent study program and to show satisfactory progress, thereby maintaining their eligibility to remain in the program.

Should a student fail to comply with the benchmark assessment requirements, HCS may conduct an evaluation to determine whether independent study is appropriate for any student who fails to participate in the required assessments, pursuant to the Charter School's Independent Study and Missed Assignment and Involuntary Removal Policy.

Proctored State Mandated Testing

These examinations provide the Charter School with information for evaluation and future planning. These exams also demonstrate the Charter School's effectiveness in fulfilling its educational mission. Participation rates are critical to the success of our school. According the Every Student Succeeds Act ("ESSA"), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives a serious penalty by the state of California or federal government.

- HCS administers all state standardized tests at sites geographically placed among the students' locations. A testing schedule will be provided to parents/guardians as well as sign-up sheets with testing options.
- Individual student performance results on statewide assessments will be distributed to both parents/guardians and CSTs. Please see the CDE's webpage for more information: <http://www.cde.ca.gov/ta/>
- Notwithstanding any other provision of law, a parent/guardian's written request to HCS to excuse their student from any or all parts of the CAASPP assessments, including CAST, shall be granted.
- Grade 5, 8, 11, and 12 are administered the California Science Test ("CAST"). Grade 12 students will take the CAST if they have not previously taken it.
- Grades 3-8, 11 are administered the SBAC Testing (AKA California Assessment of Student Performance and Progress: "CAASPP") in ELA and math
- Grade 5, 7, 9 will be administered the Physical Fitness Test ("PFT")

- English Language Learners will be administered the English Language Proficiency Assessments for California (“ELPAC”)

Tests Proctored by Agencies Other Than HCS for High School Students

Advanced Placement (“AP”): A program offering college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores (typically scores of three (3) or better) on the examinations. The AP curriculum for each subject is developed by a panel of experts and college-level educators for the College Board. For questions about AP testing, registration, and locations please speak with the College & Career Readiness Counselor Terry Egan at terry@heartwoodcharterschool.org.

Preliminary Scholastic Aptitude Test (“PSAT/NMSQT”): A shorter version of the SAT and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. This exam is only administered in October. For questions on PSAT testing, registration, fee waiver and locations, please contact the College & Career Readiness Counselor.

Scholastic Aptitude Test (“SAT”): A nationwide test used by most institutions to help determine college and university admission eligibility. The SAT is offered and administered by the College Board. It is the student’s responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between August and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online at www.collegeboard.com. For questions on SAT testing, registration, fee waivers and locations, please contact the College & Career Readiness Counselor.

SAT Subject Tests: Tests administered by the College Board in specific subjects. Students should consult specific college catalogs to determine if the subject tests are necessary for admission. There are several test dates between August and June. Apply online at www.collegeboard.com. For questions on SAT Subject testing, registration, fee waivers, and locations, please contact the College Career Readiness Counselor.

American College Test (“ACT”): A nationwide test used by most institutions to help determine college and university admission eligibility. The ACT test consists of four content areas: English, math, reading, and science. There is also a writing portion available, which many colleges require. There are several dates between September and July (different dates than the SAT). Students may take the test more than once. Apply online at www.actstudent.org. For questions on ACT testing, registration, fee waivers, and locations, please contact the College Career Readiness Counselor.

California High School Proficiency Examination (“CHSPE”): A test for students who need to verify high school level skills to earn the legal equivalent of a high school diploma. Students eligible to take the CHSPE must be at least 16 years of age and have been enrolled in the 10th grade for at least one (1) academic year or will have completed one academic year of enrollment in the 10th grade at the end of the semester during which the CHSPE regular administration (Spring/Fall) will be conducted. Prior to registering for the exam, please contact your counselor. For more information, visit <https://www.chspe.net/>.

College Level Examination Program (“CLEP”): A credit by examination program that allows participants to demonstrate college level mastery of introductory courses and possibly earn college credit. Policies for accepting CLEP college credits vary from college to college so please check with the targeted college first.

General Educational Development Test (“GED”): Test may be taken by scholars 18 years of age or older for the purpose of earning a California High School Equivalency Certificate. Prior to registering for the exam, contact your counselor. For more information, visit <https://ged.com>.

High School Equivalency Test (“HiSET”): Must be a California resident or a member of the Armed Forces to take this exam. A scholar must meet state eligibility requirements. Please view the link for details. Prior to registering for the exam, contact your counselor. For more information, visit <http://hiset.ets.org/requirements/ca>.

High School Graduation Requirements (Heartwood Diploma)

The following chart delineates the requirements to graduate with a Heartwood diploma. Unless a student qualifies for reduced requirements pursuant to the CA state minimum diploma track (explained below), the student will need to complete the following:

Subject Area	Graduation Requirements	Total Credits
Social Studies	7 semester courses <i>(Must include 1 year of US History, 1 year of World History, 1 semester of Government, 1 semester of Ethnic Studies and 1 semester of Economics)</i>	35
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Life Science)</i>	20
Visual & Performing Arts or World Language	2 semester courses	10
Electives	18 semester courses (included four semesters of Physical Education)	85

Total =	200 Credits
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Commencing with the 2025–26 school year, HCS will offer one-semester of ethnic studies and all students graduating in 2030, and thereafter, must complete a one-semester course in ethnic studies.

Commencing with the 2027–28 school year, HCS will offer a separate, stand-alone one-semester course in personal finance, that will not be combined with any other course and all students graduating in 2031 who completes the separate, stand-alone one-semester course in personal finance, that is not combined with any other course, may elect to be exempt from the requirement to complete a one-semester course in economics.

Students who plan to apply to a 4-year college right after high school graduation will need to meet A-G requirements. These requirements are mandatory for students who apply to the California State University or University of California systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The A-G requirements are summarized below:

A-G	Subject Area	Subject Requirement
A	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
B	English	4 years
C	Mathematics	3 years <i>(Algebra or higher)</i>
D	Laboratory Science	2 years <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
E	Language Other Than English	2 years <i>(Must be 2 years of the same language)</i>
F	Visual & Performing Arts	1 year

G	College-Preparatory Elective	1 year
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Heartwood teachers, support staff, and counselors will advise students on A-G requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of A-G requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

*Each five (5) unit course should exemplify six to seven (6-7) hours of work per week.

When required courses and credits are complete, HCS will issue a diploma unless the student is approved for additional studies

- Students must be sixteen (16) years or older to be eligible for early graduation. If students are fifteen (15) years and younger, the request must be submitted to the HCS Advising Team at least one (1) complete semester before applying

Should a student seek to enroll in more than seven (7) courses (35 units/credits) per term the Heartwood Advising Team) (“HAT”) will evaluate the student's history at HCS as well as any transfer records before approving the request. Requests must be submitted by parent/guardian in writing to their assigned CST at least two (2) weeks before the beginning of the semester during which the request would be applicable with documentation and explanation as to why the request is being made. The HAT will meet and respond to written requests within five to seven (5-7) school days.

Parchment, HCS’ transcript vendor, will apply a fee, this is the parent/guardian responsibility.

Graduation Requirements (CA State Minimum Diploma)

Subject Area	CA State Minimum Requirement	Credit Equivalent (Typical)	Key Specifics & Notes
English	3 Courses (3 Years)	30 Credits	General, college-prep, or aligned English courses.
Mathematics	2 Courses (2 Years)	20 Credits	Must include at least 1 full year of Algebra I (or Integrated Math 1).

Subject Area	CA State Minimum Requirement	Credit Equivalent (Typical)	Key Specifics & Notes
Science	2 Courses (2 Years)	20 Credits	Must include 1 year of Biological Science and 1 year of Physical Science .
Social Studies	3 Courses (3 Years)	30 Credits	Includes: 1 year U.S. History, 1 year World History, 1 semester (5 credits) American Government, and 1 semester (5 credits) Economics.
VAPA / World Language / CTE	1 Course (1 Year)	10 Credits	Student chooses <i>one</i> year-long course from Visual/Performing Arts, a Foreign Language (including ASL), or Career Technical Education.
Physical Education	2 Courses (2 Years)	20 Credits	Unless the student qualifies for a standard state PE exemption.
Electives	0 Courses (0 Years)	0 Credits	Local district elective requirements are entirely waived.
TOTALS	13 Year-Long Courses	130 Credits	Full Standard High School Diploma awarded.

Note these are upcoming, but not yet included in the minimum diploma:

Commencing with pupils graduating in the 2029–30 school year, a one-semester course in ethnic studies. Heartwood may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, Heartwood shall offer at least a one-semester course in ethnic studies.

Commencing with pupils graduating in the 2030–31 school year, a separate, stand-alone one-semester course in personal finance, that shall not be combined with any other course.

Reduced Requirements for Foster and Highly Mobile Students

Heartwood recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Heartwood shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Heartwood any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Heartwood's course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Heartwood's graduation requirements, Heartwood will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Heartwood's course requirements. Heartwood will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policy Education of Foster and Mobile Youth Policy is available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

Heartwood recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications Heartwood's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track

for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities.

Exemption for Students with Disabilities

Notwithstanding any other law, Charter School shall exempt an individual with exceptional needs who entered tenth (10) grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the governing board or governing body of the local educational agency *that are additional to* the statewide graduation requirements, if the student's IEP provides for the following:

(1)The student is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.

(2)The student is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.

A student who meets the above criteria shall be awarded a diploma of graduation from high school that conforms with minimal state graduation requirements pursuant to Education Code Section 51225.3 (CA State Minimum Requirements Diploma). The award of a CA State Minimum Requirements Diploma does not change Charter School's obligation to provide a free appropriate public education ("FAPE") or otherwise constitute a change in placement.

Before a student with exceptional needs begins grade 10, the student's IEP team shall determine and notify the parent or guardian of the student of whether the student may be eligible to graduate with the CA State Minimum Requirements Diploma.

Any student who meets the criteria as stated above for a CA State Minimum Requirements Diploma shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education.

Grading Rubric

Progress reports (report cards) are completed by the CST at the end of every semester.

Parents/guardians have the option of reviewing the progress report (report card) for students in grades TK-8th. The CST will review grades for high school students with the parent/guardian and will request written acknowledgement of the grades.

For high school students, HCS uses the standard letter grade system.

A: Outstanding grades

B+

B: Above average grades

C+

C: Average grades

D+

D: Lowest acceptable grade

F: A failing grade

I: Incomplete

For students in TK-8th grade HCS uses a Progress Rubric:

4 - Above average understanding

3 - Average understanding

2 - Understands subject basics

1 - Minimal understanding of subject

0 - No understanding of subject matter

High School Transcripts

Only official transcripts can be used for evaluation purposes. Temporary or unofficial transcripts may be used for initial planning as long as there is confirmation that the official transcript has been requested and will be delivered.

At any time, transcripts may be requested by using this link

<https://www.parchment.com/u/registration/33880671>

Participation Policy for Heartwood Bothin Waldorf Program

The Bothin Waldorf Program at Heartwood Charter School requires enrolled students to primarily receive their academics on site, via consistent and structured in-person instruction. The academics provided via this program are not available off site for families desiring frequent or extended periods of home study or virtual instruction.

It is very important to note that the exchange with students being dropped off late or picked up early needs to happen at Little House and not at the classroom with the exception of the students enrolled in the Kindergarten classes.

Tardiness

Unexcused Tardy

A student will accrue an unexcused tardy if they are late for the official start time for their class without a valid excuse (physician or dental appt) having been submitted to the office via School approved forms of communication as described in the Parent Handbook. If a student is more than 30 minutes late it will count as an incident of non-participation as noted below.

If a student accumulates 7 or more unexcused tardies they are then considered to have chronic unexcused tardies. When the student reaches chronic tardy status, the parent/guardian will be asked to attend a conference to address ways to improve attendance and curtail tardy arrivals.

Non-participation on campus

Non- participation is defined as missing at least 30 minutes of the in-person instructional day at the Bothin Program. If 30 minutes or more of the in-person instructional day is missed three times, it will count as a full day of non-participation. This includes arriving late or leaving early..

Excused Non-Participation

Excused non-participation occurs on days that have been approved by the classroom teacher as independent learning days or times that the student has a valid medical excuse for being away from campus. Examples of approved medical excuses:

- Physician's appts
- Dentist appts
- Illness (after 5 days with a doctors note)

Unexcused Non-Participation

Unexcused non-participation accrues when a student is absent without a valid medical reason or when absent without an approved independent learning plan.

Participation Improvement Plans / Transition to Independent Homeschool Learning Program

If a student has unexcused non-participation for 5 days or more without a valid excuse, the parent or guardian will be sent a Notification of Non-Participation Letter and a meeting with the school may be requested to create a Participation Improvement Plan.

If a student is absent 8 days or more without a valid excuse or a note from the student's doctor, the parent or guardian will be sent a Notification of Non-participation Letter and a meeting with the school may be

requested to create a Participation Improvement Plan to resolve the lack of regular participation at the Bothin Program.

If a student has 10 or more days of non-participation for any reason their non-participation will be considered excessively below expected participation levels, and the parent or guardian will be sent a Notification of Non-participation Letter and a parent conference with the school will be requested. Also:

- The parent conference will require that the parent or guardian agree to a Participation Contract stating how the student will participate at the Bothin program with the required regularity.
- The Participation Contract will be signed by the parent or guardian.
- If the student and parent or guardian do not meet the requirements of the Participation Contract the student will be transitioned to Heartwood's independent homeschool learning program.

If a student is not participating at the Bothin program for 15 or more days for any reason, without mitigating circumstances or prior agreements with the Bothin program Steering Team, the student will be transitioned out of the Bothin Waldorf Program to Heartwood's Homeschool Program and assigned to a Credentialed Support Teacher (CST).

It is the expected that all students will arrive every day on time, ready, and eager to learn. When students are absent they miss out on instruction and other activities that make up our modern and strong educational program.

Attendance

Attendance in independent study is determined and generated by the following elements:

Traditional Independent Study: the time value of student work.

The time a student accrues for participating in live interaction and/or synchronous instruction is not sufficient to generate attendance for apportionment purposes if that participation, for traditional independent study, is not accompanied by student work that is evaluated for time value by a teacher, and the student is not making satisfactory educational progress.

Per the HCS' Missed Assignment Policy, one (1) unexcused absence or one thirty (30) minute unexcused tardy is the equivalent of one (1) assignment. If a student attending the Bothin Program has three (3) or more unexcused absences or three (3) unexcused tardies of thirty (30) minutes or more, within twenty (20) school days that is the equivalent of three (3) missed assignments and will trigger a "Best Interest Evaluation" to determine if independent study is appropriate for the student. Unless a student has special or extenuating circumstances to justify a longer time for individual students, and the Executive Director or designee approves a period in writing not to exceed forty (40) school days.

If a student is going to be absent, they may arrange independent study work with the Class Teacher to fulfill the recommended daily instructional time per the California Department of Education for charter schools, [see here for more details](#).

Excused Absences for Classroom Based Attendance at the Bothin Campus

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:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. 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 pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil'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 pupil.
5. For any of the following reasons, if an immediate family member of the pupil, 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 pupil'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 pupil or an immediate family member of the pupil, 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 pupil'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 pupil.

6. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. Due to the illness or medical appointment during school hours of a child of 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).
8. 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. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. 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.
12. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. 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.
14. In order to participate with 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 or guardian provides a written note to the school authorities explaining the reason for the student's absence.
15. 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.
16. For the purpose of a middle pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
17. 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 Executive Director or designee pursuant to uniform standards:

- a. Appearance in court.
- b. Observance of a holiday or ceremony of the pupil's religion.
- c. Attendance at religious retreats (not to exceed one schoolday per semester).
- d. Attendance at an employment conference.
- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Please see the Missed Assignments and Involuntary Removal HCS's process to address truancy, which may subject the student to involuntary removal.

Homeschool Students

"Absence" in the traditional homeschool program does not include absence from on-site attendance. Instead, it is defined as non-attendance or non-participation per each Learning Period's requirements. Three (3) missed non-attendance or non-participation may trigger a "Best Interest Evaluation."

Learning Period (LP) Requirements

- Homeschool Program Students/Families: Work with your assigned Credentialed Support Teacher (CST) on a lesson plan for the upcoming learning period. The parent/guardian and the student must attend the LP meeting (students in grades TK-2nd are not required, but encouraged to attend).
- Submit attendance using the provided form for each enrolled student.
- Submit the required work samples ,for each subject listed on the WA to the student's CST. All high school students must submit one (1) work sample per course listed on their WA to receive full credit

Inter and Internal Program Transfer Guidelines

Upcoming School Year Transfers

If a parent/guardian is requesting to transfer a child for the upcoming school year between the Homeschool Program and the Bothin Waldorf Program, please review these guidelines:

- The Bothin Waldorf Program and class must have space available for the child before the transfer occurs, likewise the Homeschool Program must also have space on a teacher's roster.
- The transfer must happen before the open enrollment date occurs.

- Students transferring from the Homeschool Program to the Bothin Waldorf Program must return their non-consumables.
- Students transferring from the Homeschool Program to the Bothin Waldorf program must understand that academics are provided on a daily basis and if the student and family do not abide by the Bothin Program Attendance Policy they will be transferred back to the Homeschool Program with no additional educational support funding for the remainder of the school year, depending on the transfer date. Please see Depreciation schedule for more details.

If a parent/guardian is requesting a transfer from one CST to another:

- Parent/guardian must submit the request to Heather@heartwoodcharterschool.org with the following information
 - Which CST they hope to transfer to
 - Why they are submitting the request
- Requests will only be reviewed for transfers that happen at the beginning of the school year and must be submitted on or before the last day of July before the school year begins.
- The CST must have space on their roster before the transfer can be granted.

Mid-Year Transfers

If a parent/guardian is requesting to transfer a child mid-year for the current school year between the Homeschool Program and the Bothin Waldorf Program, please review these guidelines:

- The Bothin Waldorf Program and class must have space available for the child before the transfer occurs or the Homeschool Program must have space on the CST's roster.
- The transfer must be completed by the last day of the first semester
- Students transferring from the Bothin Waldorf Program to the Homeschool Program will receive funding based on the date the transfer is complete (the "Transfer Date"). Funding amounts can be found on the Depreciation Schedule
- Students transferring from the Homeschool Program to the Bothin Waldorf program must understand that academics are provided on a daily basis and if the student and family do not abide by the Bothin Program Attendance Policy they will be transferred back to the Homeschool Program with no additional educational support funding for the remainder of the school year depending on the time of year, please see depreciation schedule for more details.
- *Only 1 mid year transfer initiated by parent choice is permitted per school year.
- Students must be fully immunized or will be subject to conditional enrollment until the student is compliant with the Charter School's policy. Please see the complete policy on the website.

All requests for transfers must first be submitted via email to enroll@heartwoodcharterschool.org, please send a copy to the student's CST or Class Teacher, as applicable, in your request. Transfers are only possible if there is space available.

High School Course Change Requests

- At the beginning of each semester at the Charter School, the parent/guardian, student, CST and High School Coordinator will evaluate the graduation plan and set a course for the student's success. All course change requests must be submitted in writing to the CST no later than five (5)

instructional days after the semester begins. The request will be evaluated and the Written Agreement must be amended and signed by all parties within five (5) instructional days of the approved written request.

High School Transfer Grades

Transfer credits and grades are requested by the Charter School for any student in grades 9-12 from the previously enrolled school. Upon receipt, HCS staff will review the transcript to provide credit within HCS' program. If a student transfers mid-term, grades will be assigned based upon the grade provided in the transcript and partial credit will be awarded if the transfer occurred mid-semester. To provide partial credit, the portfolio of work and progress report will be evaluated for the current term that is provided by the previous school of record. Based upon the remainder of the term at HCS, credit and grades will be determined by the assigned CST and the High School Coordinator.

Grade Level Placement

A student's grade level is determined upon initial enrollment and is included on the Written Agreement.

For TK – 5th Grade

- Incoming students will be placed at their age-appropriate grade level, but not below or above grade level, unless the previous school has officially approved a retention or acceleration (skipping a grade).
- If the parent/guardian request is different than the Written Agreement, the situation must be discussed with the Certificated Support Teacher (CST) and Executive prior to making the change on the Written Agreement. Placement tests may be administered to assist with determining the student's appropriate grade level.

Middle School (6th-8th Grade)

An incoming 6-8th grade student must provide the most recent report card and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so will not delay enrollment, but will delay the appropriate placement of the student into courses. If a student has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Executive Director or designee. Students may be required to take assessments to determine appropriate placement.

High School (9th-12th Grade) An incoming 9-12th grade student must provide official transcripts, the most recent report card, and current progress report (if enrolling during the school year), in order to determine appropriate placement. Failure to do so does not delay enrollment but will delay the appropriate placement of the student into courses.

Upon enrollment, high school students will be placed into courses according to the credits the student has earned at previous schools and takes into account appropriate course level sequencing in order to meet graduation requirements.

Acceleration and Retention

HCS is committed to the success of each student. HCS has adopted and follows a Student Success Team (“SST”) Policy to establish and implement student achievement and intervention strategies in a timely manner. Despite the implementation of such strategies, it may be necessary to retain a student in the prior grade level or accelerate a student above their grade level for the following school year. In implementing this policy, the HCS Governing Board is guided by the following principles:

1. Retention and acceleration (skipping a grade) criteria will be objectively based on a student’s ability or inability to meet the grade level HCS standards of expected student achievement in language arts, mathematics, science, or social science, for students in grades kindergarten (k) through eleventh (11), as determined by the HCS staff as articulated in its California standards-based report card or performance on the California Assessment of Student Performance and Progress (“CAASPP”). Specific Grade Level Criteria for Retention or Promotion is included within the complete policy.
2. For English Learners, retention cannot be based on the student’s lack of English fluency as related to meeting English standards.
3. Decisions about retention or acceleration will not be based on requests for a student to be placed with or avoid a specific teacher or other students.

The Acceleration and Retention Policy and Student Support Team Policy are available on the HCS website.

Academic Integrity and Plagiarism

HCS believes that academic honesty and personal integrity are fundamental components of a student’s education and character development. Charter School students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work must be accompanied by specific citations and references. Charter School also expects students will not cheat, plagiarize, or claim products generated by Artificial Intelligence as their own. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable.

Definitions

- *“Plagiarism”*:
 - The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.
 - To claim products generated by Artificial Intelligence as your own
- *“Artificial Intelligence”*: Artificial Intelligence (“AI”) is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to

learning and decision making in humans, or question answering. Examples of AI include the following:

- “*Chatbot*”: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
- “*ChatGPT*”: ChatGPT is generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

Examples of Plagiarism and Academic Dishonesty

1. Quoting someone else’s words, sentences, paragraphs, or an entire paper without acknowledging the source.
2. Paraphrasing someone else’s ideas, opinions, or theory without acknowledging the source.
3. Imitating someone else’s argument without acknowledging the source.
4. Using more of a source than is acknowledged in the citation.
5. Copying a fellow student’s work, paper, and/or essays and turning it in as your own.
6. Copying another student’s computer file and submitting the work as your own.
7. Buying an essay, paper, or written work online.
8. Using teacher manuals or answer keys.
9. Cheating during an examination, including the possessions of unauthorized material, or generating answers with a chatbot
10. Disclosing information to another student including an examination’s contents.
11. Using tools to generate text, art, code, or music, that students then represent they generated independently.

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. For the consequences of violating the policy, please see the full policy on the website.

Student Support Child Find and Student Support Team

- Work Samples are reviewed by the CST to ensure a student is meeting grade-level standards. [Department of Education Content Standards](#) may be found here
- Should a CST determine that a student is not producing grade-level work, the CST will bring specific work samples to a Learning Period review session, which is held on the Thursday after the end of a Learning Period, but may be rescheduled due to a holiday or calendar change.
- Determining if the student is in need of additional support will be based upon multiple work samples, which should be brought by the parent/guardian and student to the review session.
- A CST may provide the parent/guardian with specific worksheets or project requests to assist in determining the student’s capabilities. If a CST or the parent/guardian recommends the student for additional support to meet grade-level standards, the CST will call a Student Support Team (“SST”) meeting. The SST meeting is comprised of the Executive Director, the student’s

assigned CST, the Special Education Coordinator, and the parent/guardian to determine the interventions and support the student may need. The team will draft an SST plan and reconvene in six weeks to determine if the supports and interventions are working. Please see the SST policy for more information on the website.

Assessing For English Language Proficiency

California requires all parents to complete a Home Language Survey when they register their children for school. The survey asks:

1. What language did this student learn when first beginning to talk?
2. What language do you use most frequently to speak to this student?
3. What language does this student most frequently use at home?
4. What language is most often spoken by the adults at home?

English Proficiency Testing Process

If the answer to any of the questions on the survey is a language other than English, federal and state laws require that the student's English proficiency be evaluated. In California, this test is called the English Language Proficiency Assessments for California ("ELPAC") and is designed to monitor English language fluency in K-12 students whose home language is not English.

The results of this test determine if the student is an:

English Learner (EL) OR Initial Fluent English Proficient (IFEP)

- If a student initially tests at an Early Advanced or Advanced level and has teacher and parent recommendation, the student can be classified as Initial Fluent English Proficient (IFEP). They are not classified as an English Learner.
- If they do not test at an early advanced or advanced level, they are classified as an English Learner (EL) and qualify for extra services through the school to help the student become English Proficient.

California Ed Code (Sections 60810-60812) requires all students designated as English Learners (ELs) to take the ELPAC annually until they become proficient in English. **Parents and guardians cannot remove (opt out) their children from this requirement.**

For more information on the ELPAC and reclassification process, please see the complete Education of English Learners Policy on the HCS website.

Student Expectations

To be successful within the independent study learning environment, students and their parent(s)/guardian(s), should do all of the following:

- Attend meetings with the CST.
- Upload specified work samples and other educational experiences.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a student spends per subject will vary based on the individual student's strengths.

- Complete the assignments according to the lesson plans discussed and reach out to the student's CST with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments provided by the parent/guardian or CST.
- Complete work every school day and adhere to the attendance policy, regardless of any technical difficulties with student-operated computers.
- If a student participates in outside activities, the student is expected to keep up with their courses and submit work samples on time.
- Return calls and emails promptly when the CST reaches out.
- Notify the Enrollment Department within five (5) business days if the student moves or changes their personal email or phone number.
- Be respectful in interactions with fellow students, parents/guardians, faculty, and staff.
- Attend all state testing in person at school-designated locations.

Parent/Guardian Responsibilities

- Turn in reviewed work samples on time
- Communicate regularly with the assigned Class Teacher or CST to discuss academic progress.
- Check email and phone messages and respond promptly.
- Ensure the CST has reliable contact information on record
- Keep informed of news and information about the Charter School through communication from staff and email announcements.
- Notify the Class Teacher or Credentialed Support Teacher (CST) of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Enrollment Department and Class Teacher or CST within five (5) business days of any changes to contact information, including phone, email, or address.
- Be present in your student's daily school life.
- Ensure the student works for sufficient time to ensure success and is prepared and ready to learn every day. Supervise, tutor, coach, and direct the student's daily lessons
- Respect the opinions and privacy of others during web-based discussions.
- Do not download, transmit, or post material that is intended for personal gain or profit on HCS' administered Facebook groups
- Do not email, post or transmit material that is obscene or defamatory or which is intended to discriminate, annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
- Avoid using sarcasm, jargon, slang, and derogatory or foul language.
- Limit use of communications expressed in all capital letters, as this can be considered yelling.
- Do not broadcast online discussions, and never reveal other people's email addresses or personal contact information unless permission has been provided.

Recommended Media Guidelines

HCS is dedicated to nurturing each child's capacity for creative imagination, independent thinking, and positive action.

The Charter School strives to foster students' healthy emotional development and meaningful relationships with their environment. These experiences are undermined by encounters with media that separate children from these direct authentic experiences. Students best learn to use electronic media as a resource when these media are introduced after children have developed a rich experiential foundation. Media thus becomes a supplement to, not a substitute for, the richness of direct experience.

As educators and parents/guardians, we are unified by the idea of protecting the sanctity of childhood. The media guidelines are to help guide and support families as they mindfully navigate the world of media and technology and to support the objectives of Waldorf-methods education. Each family's respect for these guidelines has a positive effect on the student's educational and social experience at school, which is important for the health of the entire Charter School community.

The younger the child, the more vitally important it is to protect the sanctity of childhood. The young child needs to maximize opportunities for movement, social interaction, and natural experiences to actively engage in the world. Ideally, a child would remain screen-free for as long as possible, at least until middle school, but that is not always possible. As a child progresses through the grades, it is important to introduce media usage slowly and judiciously.

Our recommendation for students:

Kindergarten through Grade 3

- Screen-free until 3rd Grade

Grades 3 through 5

- Ideally remaining screen-free
- Screen-free during the school week
- Screen-free play dates, birthday parties, and sleepovers
- Mindful rules for media usage
- Monitoring of all media usage
- Observe G or PG ratings for movies

Middle School, Grades 6 through 8

- Ideally continuing to minimize screen time
- Delay personal cell phones and social media usage until high school.
- Put the computer in a public place in the home and use a password for access
- Provide rules for computer and internet usage, and stick to them.
- Screen-free on any evening preceding a school day, including all electronic communication except for homework and projects.
- Prohibit access to websites where the child may post personal information.
- Encourage regular study habits in a quiet environment, without a backdrop of recorded music and video.
- Limit time spent listening to iPods and other portable music players. Review all media content beforehand and discuss it afterward.
- No R-rated movies.

Media Resource: Common Sense Media provides information, education, and tools for parents to help their children safely and thoughtfully navigate their way through the world of media and technology. <http://www.commonsensemedia.org>

Communication

Unlike face-to-face communication, the impact and interpretation of virtual communication can be hard to predict. Due to unforeseen impact, misinterpretation, or amplification of emotion via email and text, this form of communication should be used with care. As a community, we agree: online communication will not be used for personal attacks. Heartwood emails are intended only for the dissemination of important school-related and approved communication and not for the expression of opinions or any other private use.

The class and/or school email list may not be used to air personal grievances about anything. The class teacher must approve all emails related to class business PRIOR to the email being sent, and should be included on the list for all social group emails.

- Individuals are expected to use their imagination to foresee the impact of their communication on all those concerned. If communication could be experienced by someone as hurtful, individuals are expected to temper their words and say only what they would be comfortable saying in a public meeting with all present.
- Individuals are strongly encouraged to forgo online communications during times of conflict: choosing to meet in person or over the phone.
- Use of online communication to draw attention to upsetting events risks the spreading of rumors and should always be avoided.
- Prior to using online methods to communicate with teachers and staff, consider whether the answers to the questions could be obtained from the school website, online calendar, coordinator emails, or other publications.
- Please respect the privacy of all email recipients by replying only to the “sender” when responding and not replying to “all”.
- Parents/guardians or staff who would like to send information to the entire school should contact the director.

The ultimate purpose of communication at HCS is to encourage the growth and development of a healthy community. Conflict is a part of any development or growth process and may arise occasionally. Effective resolution is, therefore, an essential component of the communication process. Confidentiality is fundamental to the conflict resolution process procedure. Individuals involved are expected to maintain and honor strict confidentiality regarding all aspects of complaints and procedures.

Complaint Resolution Processes

Four Major Areas Related to Communication:

Concerns/grievances may fall into one of four major areas and may be a combination of these categories:

1. Policies and Legal Issues

Most policies are available in the parent handbook. Copies of all policies are available on the HCS website. These policies and procedures provide information that may resolve a conflict. The HCS Governing Board has final approval of all school policies and procedures. Issues related to a policy and procedures should be addressed directly to HCS' administration.

2. Procedures and Daily Operations

The HCS administration has established procedures designed to carry out the policies adopted. Procedures pertain to anything regarding the daily operations of the program. Procedures can be clarified by the administrative staff. Issues concerning daily operations and/or procedural concerns are to be addressed directly with the administration.

3. Pedagogical (Curriculum and Instructional Methods)

Pedagogical issues pertain to anything that occurs in the classroom. These include curricular concerns, classroom behavior, and student-teacher relationships. Pedagogical issues should be addressed directly to the class teacher. If that is not satisfactory, the director should be contacted.

4. Interpersonal Conflicts

Communication and relationship issues may surface in conjunction with policy and procedural issues and/or pedagogical issues. The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust, and respect by resolving differences in a timely, objective, and equitable manner. When conflicts arise between people that cannot be resolved with direct communication, the Executive Director should be informed.

Informal Resolution

Please go directly to the appropriate person(s) to clear up questions or concerns. For example, if one has a question or concern regarding the classroom, he or she would speak directly with the teacher of the class; if one has a question or concern regarding any member of the community, one should address that person directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should forward the concern to the administration in the case of parent/guardians conflicts and to the mentor in the case of teacher conflicts.

Mediated Resolution

If the informal resolution is not successful, then an optional mediated meeting may occur between the parties involved facilitated by the Executive Director. If resolution is not reached through mediation, the complainant may file a written complaint.

Direct communication is the vehicle HCS uses to resolve conflicts as they arise within our community. This structure and process encourages the parties involved to reach resolution. If an issue is not resolved by direct communication or through mediation, then a written complaint should be filed with the Executive Director.

Filing a Formal Complaint

General Complaint Procedure

This procedure shall be used when a non-employee complainant raises a complaint or concern about the Charter School *generally* or a Charter School employee. Please see the general complaint form, on the school website. General complaints will be reviewed by the administration and addressed as needed.

Uniform Complaint Procedure

This procedure shall be used when an individual alleges harassment, discrimination, or bullying **on the basis of a protected characteristic** (e.g. race, religion, gender status, etc.), or alleges violation of state or federal laws governing specific programs. The complete Uniform Complaint Procedures Policy and complaint form are available on the school website.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Procedure

This procedure shall be used to address allegation of sexual harassment or sexual assault, or general allegations of harassment and bullying (non sex-related and not related to a protected characteristic)

Bothin Campus Specific Policies

Administration of Medication with HCS Assistance

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated HCS personnel.

In order for a student to be assisted by the school nurse or other designated HCS personnel in administering medication, HCS shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that HCS assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without HCS Assistance)

The Charter School does not permit students to self-carry and self-administer prescription medication with the exception of auto-injectable epinephrine (“EpiPen”) and inhaled asthma medication as authorized by a health care provider that has indicated that a student may need to take this medication or is required to take this medication during the regular school day. In order to carry and self-administer this medication, HCS must receive the following: Physician’s prescription and written instructions on administration

Please see the complete policy on the website.

Visitors and Volunteers

HCS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, HCS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the HCS Governing Board has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with HCS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the HCS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with students.
3. Volunteering must be arranged with the classroom teacher and Executive Director or designee, at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is

uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.

Visitation

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Executive Director or designee.
2. All visitors (including volunteers) shall register in the Visitors Logbook and complete a Visitor’s Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide their name, address, age (if under 21), their purpose for entering school grounds, and proof of identity.
3. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.

HCS complies with all applicable health and safety guidelines and orders issued by federal, state, or local governments or health departments. All visitors are asked to comply with current mandated and recommended health and safety protocols.

Failure to comply with HCS’s policy or if an individual’s presence may cause a disturbance, the Charter School may refuse to register a visitor or volunteer. For more information, please see the complete policy on the website.

Field Trips and Excursions

HCS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill HCS’s mission and philosophy. These activities help

to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all HCS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure

compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

The complete policy is available on the HCS website.

Dress Code

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety, appearance and suitability of clothing for school activities. This dress code shall be in effect on campus during school and school-sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The staff and administration reserve the right to determine clothing which disrupts or detracts from the educational environment. This dress code is gender neutral. Clothing may be of any fashion, style or design, as determined by the student and the student's parents/guardians.

School Attire

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff.
2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings. The following are not permitted: fishnet stockings, sagging pants, or bottoms with extensive rips.

3. Hats/Hoods: No hats, beanies, or hoods are to be worn in the classroom or any building on school grounds. Head coverings worn for religious reasons will be allowed. Hats may be worn outside as sun-protection. Bandanas, curlers, "do-rags," hairnets, or other head coverings are not permitted.
4. Shoes: Appropriate shoes must be worn which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals.
5. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.
6. Grooming: Hair, sideburns, mustaches, and beards may be worn at any length or style.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

For more information on dress code, please see the complete policy on the HCS website.

Board Policy for Bothin Program Volunteer Expense Reimbursement

Bothin Parent/Guardian Volunteer Expenses and Donations

This policy describes conditions under which parents and non-employees of Heartwood Charter School ("School") may incur expenses or make donations on behalf of the School. Administration means Heartwood administrators with appropriate purchasing authority.

School materials, furniture, equipment, or supplies shall not be purchased or donated by parents or any non-employees except with prior permission from HCS' Administration. The Charter School will provide all required classroom furniture, equipment, supplies, and services. None of these items should be purchased or donated by parents/guardians or non-employees except by permission from HCS' Administration.

Parents/guardians who wish to donate may make donations to the Heartwood Educational Collaborative ("HEC"), rather than directly to the Charter School, and in accordance with the policies of HEC.

Parents/guardians who volunteer to support the Bothin Waldorf Program on the Bothin campus or locally at a parent/guardians home may qualify for reimbursement of incurred expenses based on the conditions described in this policy.

Parents/guardians who volunteer in support of field trips that are approved by Administration may qualify for incurred expenses, including student meals, venue fees, and mileage.

All expenses must be approved in advance (preapproved) by HCS' Administration before they are incurred. **Unapproved expenses will not be reimbursed.**

Reimbursable expenses include materials, consumables, or fees incurred in support of Bothin Program classes, events, or activities.

Time, labor, mileage, meals incurred while volunteering on the campus, or third-party labor employed or contracted without prior administrative permission will not be reimbursed.

For pre-approved reimbursements, parents must follow the process below to receive payment via check.

Field Trip Expenses

Parent drivers who meet the driver and volunteer requirements may submit a request for mileage reimbursement at current IRS mileage. The mileage reimbursed will be the distance from the Bothin campus to the field trip location and return as determined by Google Maps. No reimbursements for fuel will be made, since that is included in the IRS rate.

Receipts for preapproved expenses **must be submitted for reimbursement by June 15 of each year** to be eligible for reimbursement. No expenses submitted after this deadline will be reimbursed. Receipts must be legible and have a clear place of purchase, date, and amount paid.

Expenses for venue admission, parking and student meals may be reimbursed. Costs for student lunches should not exceed \$20 per student per day. For overnight field trips, the food costs should not exceed \$30 per student per day.

Process for Reimbursement

1. [Make a copy of this form](#) (please do not use the original)
2. Fill out the form based on the receipts that you kept for the expenses, one form line per receipt.
3. Email the completed form and **receipts** to Heather@heartwoodcharterschool.org
4. The expense will be reimbursed via a separate check at this time and mailed to the address on file.

Digital devices within the Bothin Waldorf Program

HCS Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

For consequences and the complete policy, please see the policy on HCS’ website.

Only Service Animals are Permitted on Campus

Only service animals are permitted on campus. To ensure the safety and security of the school community, students, staff, and community members are not allowed to bring service animals in training to Charter School property and/or facilities or to participate in Charter School-sponsored activities, unless the service animal is being trained for the student, staff or community member’s own personal use as an individual with a disability.

Emotional support, therapy, and companion animals, including pets, are not permitted on Charter School property and facilities or at Charter School-sponsored activities.

Please see the complete policy on the HCS website.

APPENDICES

Key Homeschool Terms and Definitions

Parents and Guardians - Integral part of a student's homeschool education. Since HCS is an independent study school, much of the learning is facilitated by the parent/guardian.

Student- A student is formally defined as a person formally engaged in learning, especially one enrolled in a school or college; pupil. HCS defines a student as a person engaged in an alternative form of education that allows them to learn through choice, interests, and hands-on experiences.

Credentialed Support Teacher (CST)- Heartwood assigns a CST to a student and/or family based on student's location and preferred homeschooling style. The CST is responsible for guiding the student and parent on their educational path. He/She will approve orders, evaluate work samples, and assign time/value of the assignments, but most importantly they will be the main point of contact/resource for your educational needs.

Allocated Instructional Funds- The funds allocated to each student are to be used for educational materials and services that have been approved by the Charter School. Funding must be spent on materials and services related to a course/class listed on the signed Written Agreement.

Written Agreement (WA)- This agreement is signed by the CST, Parent/Guardian, the certificated individual responsible for the student's special education, if applicable, and the student acknowledging the terms of the year, reporting periods and the courses/classes that the student will be earning credits to meet the minimum requirements created by the California Department of Education.

Learning Period ("LP") - The span of time between when a CST and student connect to review the learning that occurred during the learning period. This period of time is typically about twenty (20) days, not including holidays or weekends.

Materials Vendor - A business that sells books, curriculum, and other such items. These items can be consumable or non-consumable.

Service Vendor - Business that markets lessons, services, or classes to the scholars at HCS. Services can be virtual or in-person.

Ordering System- this is a password-protected system that allows parents/guardians and students to place orders for materials and services using instructional funds. Orders are submitted for CST approval and processing by the HCS Vendor Department.

Student Information System ("SIS") - Heartwood uses a system called "Reg-online" for our enrollment application and that information is uploaded to a program called Pathways.

Western Association of Schools and Colleges ("WASC") - A committee of educators from within the region who evaluate and approve schools for accreditation based on the organization's criteria. One of

their purposes is to ensure educational best practices. University of California schools have a policy that requires all high schools be accredited to establish and maintain an “A-G” course list. HCS is not WASC Accredited.

Charter – a written document, much like a contract, that outlines the rights and obligations of a non-profit organization, company, or school. In the case of charter schools, it is often a school district that approves the charter (in compliance with state laws). The charter allows a charter school to operate with some freedoms that district schools do not have; however, strong academic results and promises made in the charter must be met as part of that contract.

2025-2026

Annual Notice Guide for Families

A. ANNUAL NOTICES

Availability of Prospectus

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

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) 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 years of age) has opted out by or before February 1.

CalKIDS Program Notice

California Kids Investment and Development Savings Program (CalKIDS) is a program established by the State of California that funds up to \$1,500 in free money for eligible low-income public school students to save for college and career training. Visit CalKIDS.org for more information about your child’s eligibility and to you claim your child’s account.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Campus Search and Seizure

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

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

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.

Please see the complete policy on the HCS website.

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.

College Preparatory Course Offerings

Student enrolled in grades 7 through 12 have the option of dually enrolling in courses offered by Junior and/or Community Colleges. The courses must be reviewed in advance by the High School Coordinator. Terry Egan, terry@heartwoodcharterschool.org

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the Support Team via enroll@heartwoodcharterschool.org if you need a copy of this information sheet or if you have any questions about this information sheet.

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

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

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the Support Team via enroll@heartwoodcharterschool.org if you need a copy of this information sheet or if you have any questions about this information sheet.

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. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

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

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 to 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.

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.

- *“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. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023. “
- *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.
- *“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:

Heather Deyden
 Asst Director of Operations
heather@heartwoodcharterschool.org

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 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 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 upon request 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)):

Heather Deyden

Asst Director of Operations
heather@heartwoodcharterschool.org

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 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

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*

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:

- 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 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 Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English

Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

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:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Human Trafficking Prevention

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

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available, please email the Support Team enroll@heartwoodcharterschool.org. 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. Please see the complete policy on the website.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming

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

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the first birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, or DTP vaccine was given on or after the seventh birthday (also meets the 7th 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., MMR) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose NOTE: In order to begin 7th grade, students who had a valid personal 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 the requirements for 7th grade advancement . At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Please see the complete policy on the website for further information, including exemptions.

Involuntary Removal Process

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

be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

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

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

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

Lost or Damaged School Property

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

Mental Health Services

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

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the Bothin Main office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 707-200-7812. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact a Heather Deyden at 707-981-6307 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 a Tamara Lemesh at 415-328-1020.
- [Sonoma County Office of Education \(SCOE\) Mental Health Resources](#)
- [24 Hour Emergency Mental Health Hotlines/Emergency Numbers](#)
- [Sonoma County Free or Low Cost Counseling Services](#)
- [Spanish/English Bilingual Mental Health Resources](#)
- [Alcohol and Substance Abuse Resources](#)
- [Shelter, Food, Medical, Mental Health, Disaster Resources](#)
- [Online Counseling Resources](#)

If you need support in finding community mental health resources, please reach out to:

Alicia Soliz

Student Support & Special Education Coordinator

sped@heartwoodcharterschool.org

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.

Nondiscrimination Statement

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

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors (“Board”) 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.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, professional development materials, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The 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 Charter School’s charter and relevant policies.

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

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

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

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

Heather Deyden
Assistant Director of Operations
heather@heartwoodcharterschool.org

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

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was

performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

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

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Assistant Director of Operations 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.

Pregnant and Parenting Students

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School 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 Charter School. The complaint may be filed in writing with the compliance officer:

Heather Deyden
Asst Director of Operations
heather@heartwoodcharterschool.org

A copy of the UCP is available on the website. 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.

Notice Of Policy Regarding Immigration Enforcement Activity

Important: This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office at the Bothin campus and within the Parent Website.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

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 assure that you and your family are in compliance with California law:

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

School Bus and Passenger Safety

All students who are transported in a schoolbus 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 website.

School Safety Plan and Asbestos Management Plan

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

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: None for the 2025-26 school year

Section 504

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

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 8 and 11. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 8 and 11. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Special Education /Students with Disabilities

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

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Heather Deyden-Littrell, sped@heartwoodcharterschool.org, 707-981-6307.

Please see the complete policy on the HCS website.

State Testing

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

on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges, Directory Information, and CCGI

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

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

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

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

official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

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

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon

request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

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

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date of birth
9. Dates of attendance

10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the 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 Assistant Director of Operations at: heather@heartwoodcharterschool.org . A copy of the complete Policy is available on the website.

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

- a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"³) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁴) and will:

1. Be used to provide pupils and families with direct access to online tools and resources.
2. Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

Surveys About Personal Beliefs

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

Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Assistant Director of Operations at 707-981-6307 or heather@heartwoodcharterschool.org to obtain this information.

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

Please see the complete policy on the HCS website.

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) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
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.

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

[Stephanie Felton-Priestner](#)

Executive Director

170 Liberty School Road

Petaluma, CA 94952

stephanie@heartwoodcharterschool.org

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

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 Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School.

The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge on the 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.

School Meals and Student Wellness

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, 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 each school day on which the student is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the Getting Started Checklists provided electronically to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most

Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

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

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient

detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

Program.Intake@usda.gov

Charter School is an equal opportunity provider.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

Use of Student Information Learned from Social Media

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

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

Please submit all work permits to your CST, these are very time sensitive. Your CST will request signature by our High School Coordinator or the Executive Director and send it back to the parent/guardian who submitted the request.

Complete Policies



Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Adopted/Ratified: Updated policy August 6, 2026

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, Heartwood Charter School ("HCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether.

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 associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those 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 Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. HCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom HCS does business, or any other individual, student, or volunteer. HCS 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.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other

person with whom HCS does business, and all acts of HCS's Board of Directors ("Board") in enacting policies and procedures that govern HCS.

HCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Heather Deyden
Asst Director of Operations
Heather@heartwoodcharterschool.org

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) 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 HCS.

HCS 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.

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).

Under California Education Code section 212.5, 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.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- 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.

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 hate violence or create 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:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- 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 HCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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.
 - 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.
 - 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.
- An act of "Cyber sexual bullying" including, but not limited to:
 - 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 the 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.

- “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.
- 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 HCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that HCS 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 HCS’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

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

Cyberbullying Prevention Procedures

HCS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- 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.
- To consider how it would feel receiving such comments before making comments about others online.

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

Education

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

HCS 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.

HCS'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.

HCS informs HCS 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.

Professional Development

HCS 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 HCS employees who have regular interaction with students.

HCS 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 HCS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.

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

Grievance Procedures

Scope of Grievance Procedures

HCS 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:

- Are written and signed;
- Filed by an individual who alleges that they have 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
- Submitted to the HCS 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, HCS will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint

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

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

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. HCS 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 and 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.

HCS acknowledges and respects every individual’s right to privacy. All reports and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by HCS on a case-by-case basis.

HCS 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 Title IX Coordinator, investigator or decisionmaker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a 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 HCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or HCS'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. HCS 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 HCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will, 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 designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

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 HCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - HCS 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 HCS's policies.
 - HCS may remove a respondent from HCS's education program or activity on an emergency basis, in accordance with HCS's policies, provided that HCS 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, HCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If HCS 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.
- HCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decisionmaker will not be the same person(s) as the Coordinator or the investigator. HCS shall ensure that all decisionmakers 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 thirty (30) school days. If the Coordinator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the Coordinator or designee will inform the complainant and any respondents in writing of the reasons for the delay or extension. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
 - 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, HCS 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 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 alleged harassment did not occur in HCS's education program or activity, or against a person in the United States, or would not constitute sexual harassment under Title IX even if proved, the formal complaint with regard to that conduct must be dismissed for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another applicable HCS policy.
 - HCS 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 HCS; or

- The specific circumstances prevent HCS 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, HCS 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.
 - HCS 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 HCS'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.

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 HCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by HCS in response to a formal complaint of sexual harassment.

Right of Appeal

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

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

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

- The complainant and respondent may appeal from a determination regarding responsibility, and from HCS'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 decisionmaker(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.
- HCS will notify the other party in writing when an appeal is filed.
- The decisionmaker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

Recordkeeping

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

HCS 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, decisionmakers, 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 and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize HCS 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: _____



Student Safety, Professional Boundaries, and Adult Misconduct Policy

Heartwood ("School") is committed to providing every student with a safe, supportive, and appropriately supervised learning environment. This policy establishes the School's standards for professional boundaries between adults and students, limits on electronic and social media communication, mandated reporting obligations, and related safeguards against child abuse and misconduct.

This policy applies to all School employees, volunteers, contractors, and governing Board ("Board") members⁵ (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website.

STUDENT/ADULT PROFESSIONAL BOUNDARIES

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 individual's use of force that is reasonable and necessary to protect the individual, 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 employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., 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 a student on 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;

⁵ This policy does not apply to student board members under Education Code 47604.2, or otherwise.

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., 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 Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, 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 an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

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

Adults 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 adults 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, adult/student interactions must have boundaries surrounding potential activities, locations, and intentions.

Examples of Specific Behaviors

The following examples are not an exhaustive list and apply equally during and outside of the regular school day:

Unacceptable Adult/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 the 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.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts such as email, text message/direct message, and/or social media.
- (l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
- (m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when adults have parent/guardian 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 Adults/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a school administrator 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/direct messages or letters to students if the content is not about school activities.
- (d) Sending emails, text messages/direct messages or letters to a student regarding academic, disciplinary, or other School-related matters without including the student's parent or guardian on the communication.

Acceptable and Recommended Adult/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/direct messages, phone and instant messages to students within School provided platforms must be professional and pertain 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 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 adult to be present if you will be alone with any student with special needs.
- (o) Asking another adult 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.
- (t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

PROFESSIONAL BOUNDARIES AMONG ADULTS

All adults covered by this Policy are expected to interact with one another in a manner that is professional, respectful, and consistent with the School's workplace conduct standards. Adults in positions of supervisory authority shall not use that authority to coerce, manipulate, or exploit other adults in the School community. Conduct among adults that creates a hostile work environment, involves sexual harassment, or otherwise violates applicable law or School policy is prohibited and must be reported consistent with the School's applicable reporting procedures. School leadership is responsible for modeling appropriate professional relationships and for addressing complaints of adult-to-adult misconduct promptly and consistently.

MANDATED REPORTING OBLIGATIONS

All of the following persons associated with the School are mandated reporters of known or reasonably suspected child abuse or neglect:

- All employees, regardless of role or frequency of student contact.
- All contractors whose duties require contact with or supervision of students.
- All board members.
- All volunteers who interact with students outside of the immediate supervision and control of the student's parent or guardian or a School employee.

A mandated reporter is not required to investigate, confirm, or seek corroboration before making a report. The obligation to report arises from reasonable suspicion, not certainty. Each mandated reporter has an independent, personal obligation to make a report to a child protective agency or law enforcement when that individual knows of or reasonably suspects that a child has been the victim of abuse or neglect.

Reports must be made immediately or as soon as practically possible by phone, and a written follow-up report must be submitted within 36 hours. While internal reporting to a supervisor or administrator is encouraged for operational awareness, the duty to report is not discharged by notifying a supervisor or by assuming that another person has made the report. No administrator may impede or inhibit a mandated reporter from filing a report.

Failure to make a required report is a misdemeanor under California law and may result in disciplinary action up to and including termination.

ANNUAL TRAINING REQUIREMENTS

The School shall provide annual training to all employees, contractors, board members, and volunteers on the following topics:

- Mandated reporting requirements under the California Child Abuse and Neglect Reporting Act, including which persons are mandated reporters, what must be reported, how to make a report, and the legal consequences of failing to report.
- Prevention of child abuse, including sexual abuse, in the school environment, including recognition of grooming behaviors, boundary violations, and other indicators of adult-to-student misconduct.
- The professional boundary standards and electronic communication requirements set forth in this Policy.
- The School's procedures for reporting concerns about staff conduct to administration.

All covered individuals must complete training within the first six weeks of each school year or within the first six weeks of hire, assignment, or commencement of volunteer services, whichever is earlier.

The School shall maintain a record of training completion dates for each individual. Training must be completed using the State Department of Social Services' online training module or an alternative module approved by the School's joint powers authority or insurance provider.

The governing board shall receive annual training on its obligations under SB 848, including with respect to the statewide reporting database once operational.

SCHOOL SAFETY PLAN

The School's comprehensive school safety plan shall include procedures specifically designed to address the supervision and protection of students from child abuse, neglect, and sex offenses.

The safety plan shall also address child neglect and include procedures for reporting all crimes occurring on campus or at campus-related activities, and classroom and non-classroom environments in a manner that promotes safe, easily supervised spaces for student learning and engagement

All School personnel shall receive training on the comprehensive school safety plan consistent with the requirements of SB 848.

For a copy of the complete school safety plan, please contact the main office.

STUDENT INSTRUCTION ON ABUSE PREVENTION

The School may provide annual, age-appropriate instruction to students on adult/student boundaries and the prevention and reporting of sexual abuse and assault, in accordance with guidance developed by the State Department of Education and the Office of Child Abuse Prevention.

If the School elects to provide such instruction, a student's parent or guardian shall have the right to opt the student out by submitting a signed opt-out form. The School shall provide advance notice to parents and guardians before any such instruction is delivered.

DUTY TO REPORT SUSPECTED MISCONDUCT

When any adult reasonably suspects or believes that another individual 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 administrator's duty to investigate and thoroughly report the situation. Adults 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.

The School shall investigate all credible reports of policy violations or misconduct promptly and shall take appropriate corrective action. The School shall not retaliate against any person who, in good faith, reports a concern under this Policy.



Suspension and Expulsion Policy and Procedures

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Heartwood Charter School ("Charter School"). In creating this policy, the Charter School 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 expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School 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, 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 policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the 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/guardians⁶ 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

⁶ 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.

the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law 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 Charter School for any reason unless the parent/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, and 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 Charter School 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 written agreement pursuant to Education Code Section 51747(g).

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 and Expulsion Offenses: Students may be suspended and/or recommended for expulsion 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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 4 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 4 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 4 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the 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:
 - 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 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).

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 and Expulsion Offenses: Students must be suspended and recommended for expulsion 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 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 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 3½ 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. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or 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/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/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 in person, by email, or by telephone. 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 designee, the student and the student's parent/guardian 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 1 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

The Charter School may expel a student following a hearing adjudicated by a neutral Expulsion Panel ("Panel") selected by the Executive Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The Panel will consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson.

The 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.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA").

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. 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.

G. 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 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. Signed and dated declarations may be admitted as testimony from witnesses .

H. Expulsion Decision

The decision of the 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, the pupil shall immediately be returned to his/her educational program at the Charter School.

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 Executive Director 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 Executive Director revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

I. Notice of Expulsion Decision

The Executive Director or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within ten (10) school days of the expulsion hearing.

This notice shall include the following:

- a. The Board's adopted findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; 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 (if required). This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

J. Disciplinary Records

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

K. 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.

L. 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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

N. 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 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 the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or 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.

O. 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.

P. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed assignments in twenty (20) school days, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

Panel should avoid live testimony of student witnesses when practicable. The Panel 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 signed and dated declarations that shall be examined

only by the Panel. Copies of these 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 receive reasonable advance notice of their scheduled testimony and 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.
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 Panel, 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 Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Panel 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 Panel from removing a support person whom the Panel finds is disrupting the hearing. The Panel 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 Panel 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 Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Panel 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 hearing room during that testimony.
9. A complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony 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.

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. 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.

5. Interim Alternative Educational Setting

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

6. 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.



Suicide Prevention Policy

The Board of Directors of Heartwood Charter School (“HCS” 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 HCS and community stakeholders, HCS 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 mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating HCS’ strategies for suicide prevention and intervention. HCS shall 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, updated, and easily accessible to all. HCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for HCS. The suicide prevention point of contact for HCS 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 every five (5) years 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, HCS 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 SPCT includes the following individuals:

1. [Jolene Rodriguez](#), Homeschool School Counselor
2. [Kristy Geithman](#), Bothin School Counselor
3. Heather Deyden, Asst Director of Operations
4. Tamara Lemesh, Bothin Vice Principal

HCS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Tamara Lemesh, Bothin Vice Principal
- Secondary Liaison: [Laura Baquerizo](#), Bothin Office Administrator

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school 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 school website;
- Ensure compliance with Education Code section 215;
- 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.

Employee Qualifications and Scope of Services

Employees of HCS shall 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, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Messaging About Suicide Prevention

HCS along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods 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
“Died by suicide” or “Took their own life”	“Committed suicide” Note: Use of the word “commit” can imply crime/sin
“Attempted suicide”	“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Suicide Awareness and Prevention Training for School Staff

HCS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

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, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Marin County Office of Education, Sonoma County Office of Education, and the Sonoma SELPA to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
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 prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall 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 mental health and suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
 - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
 - g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
 - h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
 - i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.

- Youth with a history of suicide ideation or attempts.
- Youth with disabilities, mental illness, or substance abuse disorders.
- Lesbian, gay, bisexual, transgender, or questioning youth.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Youth who have suffered traumatic experiences.

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 School-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 school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school 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.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. HCS includes parents/guardians/caregivers 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 HCS Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. HCS shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. HCS 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.
5. 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.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
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 approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth 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. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. 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, HCS along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with HCS and is characterized by caring staff and harmonious interrelationships among students.

HCS' 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.

HCS provides instruction to middle and high school students on general mental health and suicide prevention... The Charter School's instructional curriculum, 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. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, 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.
- e. Guidance regarding the district'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). HCS maintains a list of current student trainings, which is available upon request.

HCS 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.**

HCS supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School will include the following information on all student identification cards:

1.

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Call 1-866-488-7386 or Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

HCS 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

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 HCS or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

HCS shall implement the following response protocol for suicide attempts during the school day.

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:
 - a. providing immediate first aid as needed, until a medical professional is available.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.

- c. 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.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
 - i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
3. Document the incident in writing as soon as feasible.
 4. 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.**
 5. After a referral is made, HCS 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 the importance of care. If follow-up care is still not provided, HCS should consider contacting Child Protective Services to report neglect of a youth.
 6. 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 HCS.
 7. 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.

B. Action Plan for Off-Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on a HCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in HCS' 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. HCS staff may receive assistance from HCS 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 a HCS 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 HCS 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.
6. 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 parents/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 HCS activities to notify a teacher, the Executive Director, another HCS administrator, psychologist, HCS 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. HCS shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.

4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

HCS shall implement the following steps upon the student's re-entry:

1. The Executive Director shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
4. School-based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

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. HCS 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 the 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 for which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - o If possible, suggest the funeral occur outside of school hours.

- Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. 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.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
10. Utilize and respond to social media outlets:
- Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets.
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.



Policy Regarding Immigration Enforcement Activity

I. PURPOSE AND COMMITMENT

Heartwood Charter School (“HCS” or the “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. HCS supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

HCS finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by HCS. HCS as “sensitive locations” under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

HCS provides the Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website.

HCS also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
- “*Schoolsite*” means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

HCS prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity,

citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to schoolsites, at school-related events, and through school-owned technology.

HCS promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. HCS educates students to respect all peers regardless of protected characteristics and teach them about bullying's negative impact.

HCS trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

HCS's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

HCS does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. HCS does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. HCS does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

Enrollment Documentation

For Proof of Residency, HCS accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, HCS accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), HCS collects it separately from enrollment. HCS may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. HCS does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

HCS does not collect entire social security numbers or cards for enrollment. HCS may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, HCS explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, HCS notifies parents that:

- If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
- If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

HCS treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

General Policy

HCS requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

HCS's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case , HCS does not release it. HCS permanently keeps consent notices with record files.

HCS avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. HCS provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. HCS provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Without a valid judicial warrant or subpoena, or court order, HCS does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or court order requires disclosure, HCS notifies parents or guardians as soon as practicable.

Response to Information Requests

When HCS receives information requests related to immigration or citizenship status of a student, staff:

- Notify a designated school official
- Provide students and families appropriate notice and description of the request
- Document verbal or written requests from immigration authorities
- Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, HCS does not permit immigration enforcement officers to enter nonpublic areas of a schoolsite for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, HCS requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the schoolsite administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

- **Initial Contact:** Explain to the official that staff must first notify and receive direction from the site administrator
- **Purpose:** Ask and document the official's stated reason for being at the schoolsite
- **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
- **Record Keeping:** Make and retain copies of documentation the official produces
- **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the site administrator
- **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the schoolsite. Refer to site administrator.
 - **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult schoolsite administrator or legal counsel for next steps
 - **Subpoena:** Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the schoolsite administrator and await instructions. Do not permit entry to nonpublic areas
- **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
- **Parental Notification:** The schoolsite administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
- **Required Notifications:**
 - The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and HCS's responses, ensuring confidentiality of potentially identifying information

- The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
- HCS follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when HCS confirms immigration enforcement presence on campus

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

HCS encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

HCS permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. HCS uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits

HCS encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. HCS will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, HCS:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

HCS encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, HCS may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. HCS never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and assistance.



Policy Addressing Student Behavioral Health Referral Protocols

The Board of Directors of Heartwood Charter School (“HCS” or “Charter School”) adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

HCS will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

Addressing the Needs of High-Risk Groups

HCS recognizes the importance of ensuring equitable access to behavioral health supports for **all** students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

HCS staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and HCS administrators.

HCS may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

- ***Needs Assessment***

The Executive Director or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

HCS shall review referral volume, response times, and outcomes on a quarterly basis for continuous improvement.

- ***Capacity Building***

HCS shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

- ***Planning***

The Executive Director or designee shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

- ***Implementation***

HCS shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks.

- ***Evaluation and Continuous Improvement***

HCS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the HCS Board annually to support transparency and continuous improvement.

Staff Training

HCS shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

- Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
- Understanding the importance of early intervention,
- How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
- Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
- Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by HCS shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both HCS and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, HCS shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

HEARTWOOD CHARTER SCHOOL
Extreme Weather Policy and Procedures
(Education Code § 33355 Compliance)

1. Purpose

The purpose of this policy is to protect the health and safety of students and staff during extreme weather conditions by establishing clear, objective criteria and procedures for modifying or canceling outdoor physical activity.

This policy is adopted pursuant to California Education Code § 33355 and incorporates guidance issued by the California Department of Education (“CDE”) and California Department of Public Health (“CDPH”).

2. Scope

This policy applies to outdoor pupil physical activities covered by Education Code section 33355, including physical education classes, school-sponsored sports, and athletic practices and games, except for interscholastic athletic programs administered by the California Interscholastic Federation (“CIF”), which must comply with CIF guidelines pursuant to Education Code sections 33355(d) and 35179.8.

Nothing in this policy supersedes CIF heat illness, acclimatization, or other applicable athletic safety requirements for CIF-administered interscholastic athletic programs. For non-CIF school-sponsored sports, practices, games, clubs, or other outdoor physical activities, this policy applies unless a more protective activity-specific protocol is adopted.

As a best practice, the School will also apply this policy, as appropriate, to the following school-supervised outdoor activities:

- Recess and lunch periods involving outdoor physical activity
- Outdoor assemblies and events
- Field trips involving outdoor exposure
- Other outdoor activities involving student exertion or extended outdoor exposure

3. Definitions

“Extreme Weather Conditions” means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to pupils. For purposes of this policy, the term also includes but is not limited to hazardous air quality, wildfire smoke, lightning, high winds, extreme cold, or other hazardous environmental conditions identified by the National Weather Service, local public health authorities, local emergency management agencies, or other reliable public safety sources.

“Physical Activity” means physical education classes, school-sponsored sports, and athletic practices and games conducted outdoors, except for CIF-administered interscholastic athletic programs. As a best practice, this policy may also be applied to other school-supervised outdoor activities involving student exertion or extended outdoor exposure.

4. Individual and Activity-Specific Risk Factors

In applying this policy, the School shall consider student age and developmental level, the duration and intensity of outdoor activity, access to shade, water, rest breaks, cooling or heated indoor spaces, the availability of indoor alternatives, and known student health needs or accommodations.

Staff shall take additional precautions for students who may be more vulnerable to weather-related distress, including younger students, students with disabilities, students with asthma or other respiratory conditions, students taking medications that may affect heat tolerance, and students who are not acclimatized to heat.

5. Weather and Air Quality Monitoring Procedures

5.1 Responsible Personnel

The following position(s) are responsible for monitoring weather conditions:

- Bothin Vice Principal, Tamara Lemesh
- Bothin Office Manager, Laura Baquerizo
- Asst Director of Operations, Heather Deyden

5.2 Decision Authority

The Executive Director is authorized to modify, postpone, relocate, or cancel outdoor pupil physical activities under this policy. Teachers, coaches, supervisors, and other staff may immediately stop or modify an outdoor activity when they observe conditions or student symptoms that create an immediate safety concern and shall promptly notify the site administrator.

5.3 Monitoring Tools

Designated personnel shall monitor conditions using:

- NWS HeatRisk
- CalHeatScore or other CDPH or state heat resources, as applicable
- AirNow
- Local air district/AQMD
- County public health
- County OES/emergency alerts
- NWS alerts/watches/warnings
- Local fire agency alerts where wildfire smoke/fire conditions are relevant

5.4 Monitoring Frequency

Designated personnel shall check applicable weather and air quality sources:

- At least once each school day before outdoor physical activities begin;
- Before scheduled PE, recess, outdoor athletic practices, outdoor events, or field trips when the forecast shows elevated risk;
- At midday or before afternoon outdoor activities during periods of elevated heat, poor air quality, storms, high winds, or other hazardous conditions; and
- More frequently, including hourly or as conditions change, when an alert, advisory, warning, or elevated risk level is in effect.

If the designated responsible person is unavailable, Bothin Vice Principal shall conduct the review.

6. Weather Thresholds and Required Responses

The School adopts the following thresholds, consistent with CDE/CDPH guidance.

6.1 Heat (NWS HeatRisk Levels)

HeatRisk Level	Risk Level	School Response
Level 0 (Green)	Little to no risk	Normal activities may proceed. Encourage routine hydration and monitor students.
Level 1 (Yellow)	Minor	Outdoor activity may proceed with increased access to water, shade, and rest. Monitor students who are heat-sensitive or medically vulnerable.
Level 2 (Orange)	Moderate	Modify outdoor physical activity. Reduce intensity and duration, increase rest and hydration breaks, use shade/cooling areas, and schedule activity during cooler parts of the day when possible. Consider indoor alternatives for younger or vulnerable students.
Level 3 (Red)	Major	Avoid or cancel outdoor physical activity during the heat of the day, generally 10:00 a.m. to 5:00 p.m., unless adequate mitigation measures make the activity safe. Move activities indoors, postpone, shorten, or substantially modify activity.
Level 4 (Magenta)	Extreme	Cancel outdoor physical activity or move it indoors. Outdoor physical activity shall not proceed unless necessary for student safety and is approved by the site administrator or designee based on emergency circumstances.

During HeatRisk Level 3 or higher, staff responsible for scheduling outdoor physical activities should plan in advance to avoid the heat of the day, generally between 10:00 a.m. and 5:00 p.m., when feasible.

6.2 Air Quality (AQI Levels)

AQI	Required Response
0–50 Good	Normal activities.
51–100 Moderate	Normal activities for most students; monitor unusually sensitive students.
101–150 Unhealthy for Sensitive Groups	Reduce prolonged or heavy exertion for sensitive students; provide indoor alternatives or modified activity as needed.
151–200 Unhealthy	Modify outdoor physical activity for all students; reduce duration and intensity; move prolonged or strenuous activity indoors where feasible.
201–300 Very Unhealthy	Cancel or move outdoor physical activity indoors.
301+ Hazardous	Cancel outdoor physical activity and follow public health/emergency guidance.

Staff shall follow any student-specific health plans, asthma action plans, Section 504 plans, IEP accommodations, or parent/medical instructions applicable to poor air quality or respiratory conditions.

6.3 Other Weather Conditions

For weather conditions not specifically addressed by the HeatRisk or AQI thresholds above, the School may modify, postpone, relocate, or cancel outdoor activities when site conditions, official alerts, or staff observations indicate that the activity may pose an unreasonable risk to student health or safety.

Relevant conditions may include, but are not limited to, lightning or thunder, heavy rain, flooding or standing water, high winds, extreme cold, poor visibility, unsafe walking or play surfaces, falling-object hazards, or other hazardous conditions identified by public health, emergency management, weather, fire, or other public safety authorities.

In determining the appropriate response, administrators may consider the severity and expected duration of the condition, the age and needs of affected students, the nature and intensity of the activity, available shelter or indoor alternatives, transportation or dismissal impacts, and whether reasonable mitigation measures are available. Staff supervising students outdoors may take immediate action to address an unsafe condition and shall promptly notify the site administrator.

6.4 Conflicting Information

If reliable weather or air-quality sources report materially different conditions, the School shall use the more protective applicable threshold or response unless the site administrator or designee documents a reasonable basis for using a different source, such as a more localized official reading or a site-specific condition.

7. Modifying or Canceling Activities

When a weather or air-quality threshold is met, the School shall modify, postpone, relocate, or cancel outdoor physical activities as necessary to protect student health and safety. The appropriate response shall be determined based on the applicable threshold, the age and needs of affected students, the intensity and duration of the activity, available mitigation measures, and current site conditions.

Modifications may include shortening the activity period, reducing running or other high-exertion activities, replacing vigorous activity with low-intensity skill work or walking, increasing water and rest breaks, using shaded or covered areas, rotating groups indoors, moving the activity to a cooler part of the day, postponing the activity, or canceling the activity.

Staff supervising outdoor activities may immediately reduce, stop, or move an activity indoors if conditions become unsafe or if a student shows signs of weather-related distress. Staff shall promptly notify the site administrator of any significant modification, cancellation, or health concern.

For field trips or off-campus activities involving outdoor exposure, the trip leader shall review forecasted weather and air quality conditions before departure and, when elevated risk is forecasted, shall consult with the site administrator or designee regarding modification, postponement, cancellation, additional water/rest/shade measures, or indoor alternatives at the destination.

8. Indoor Alternative Activities

The School shall identify available indoor or sheltered locations that may be used when outdoor physical activities are modified, relocated, or canceled due to extreme weather conditions. Available locations may include Dining Hall, Little House, Field Yurt and Stone House.

When outdoor activity is moved indoors, staff shall select activities appropriate to the students' age, available space, supervision, and current conditions. Indoor alternatives may include modified physical education lessons, health or nutrition instruction, stretching, yoga, low-intensity movement, classroom movement breaks, skill instruction, rules or safety instruction, or other supervised activities that can be conducted safely indoors.

Staff shall ensure that indoor alternatives are adequately supervised and do not create unsafe crowding, blocked exits, excessive noise, or other conditions that would create a separate safety concern.

9. Communication Protocols

The School shall communicate weather-related decisions to staff and students through ParentSquare instant messaging, emails, text messages, and phone calls, as appropriate based on the timing and nature of the condition. Communications should

identify the affected activity, the required modification or cancellation, and any immediate supervision or safety instructions.

The School shall notify families when weather conditions result in cancellation that will affect families, such as cancellation of an activity, significant modification of the school day, or changes to transportation, dismissal, or pickup. Notice may be provided by email, SMS or alert system, website update, or other regular school communication method.

When feasible, notice should be provided in advance. Same-day updates may be provided as conditions change.

10. Staff Training

Staff members who supervise, schedule, or make decisions regarding outdoor student activities shall receive annual training on this policy, applicable monitoring tools, activity modification procedures, recognition of heat-related illness and other weather-related health risks, and appropriate response protocols. Training should also address when to seek health office assistance, contact a parent/guardian, or call 911.

The School shall maintain records of staff training completion.

11. Weather-Related Illness and Emergency Response

11.1 Signs of Heat-Related Illness

Staff shall be trained to recognize symptoms including:

- Dizziness, fatigue, or confusion
- Nausea or vomiting
- Rapid pulse
- Loss of consciousness

11.2 Response to Heat-Related Illness Symptoms

- Stop activity immediately
- Move student to a cool/shaded area
- Provide water
- Contact School health personnel
- Call 911 immediately if a student has loss of consciousness, confusion, seizure, difficulty breathing, chest pain, signs of heat stroke, symptoms that rapidly worsen, or any condition that appears life-threatening.
- Parents/guardians shall be notified as soon as practicable when a student experiences a weather-related health incident requiring removal from activity, health office evaluation, emergency care, or other significant intervention.

11.3 Incident Reporting

All weather-related health incidents shall be documented in accordance with School procedures.

12. Coordination with External Agencies

The School shall coordinate, as appropriate, with local public health departments, emergency management agencies, local air districts, fire agencies, weather services, and athletic governing bodies regarding extreme weather conditions that may affect student safety. Coordination may include monitoring official alerts, following applicable public health or emergency guidance, consulting with local agencies when conditions warrant, and incorporating relevant local information into site-level decisions.

If the School participates in CIF-administered interscholastic athletics, the School shall ensure that applicable athletic personnel are aware of and follow CIF requirements and any other applicable sport-specific safety rules.

13. Facilities and Mitigation Measures

To the extent feasible, the School shall maintain or identify mitigation measures that reduce student exposure to extreme weather conditions during outdoor activities. These measures may include access to drinking water, shaded or covered areas, rest areas, cooling or heated indoor spaces, and procedures for moving students indoors when conditions require.

During wildfire smoke or poor air-quality events, the School shall consider available measures to reduce indoor exposure, including use of appropriate indoor spaces, keeping windows and doors closed when appropriate, monitoring indoor air quality where feasible, and following applicable public health or local air district guidance.

The School's ability to implement specific mitigation measures may vary based on the campus, facilities, staffing, and the nature of the activity. However, lack of a particular mitigation measure shall be considered when determining whether an outdoor activity should be modified, postponed, relocated, or canceled.

14. Recordkeeping and Compliance

The School shall maintain records reasonably documenting implementation of this policy, including staff training completion, significant weather-related activity modifications or cancellations, and significant weather-related health incidents. Records may include weather decision logs, staff notifications, calendar notes, incident reports, training rosters, or other records reasonably documenting implementation. Records shall be retained in accordance with applicable School policies.

15. Annual Review and Update

This policy shall be reviewed and updated at least annually to:

- Reflect updated CDE/CDPH guidance
- Incorporate lessons learned from prior implementation

- Address emerging concerns or challenges
- Reflect changes in weather patterns and advances in safety practices,
- Incorporate stakeholder feedback, and
- Ensure continued compliance with applicable law

The annual review should occur before the start of the school year or before the season when extreme weather is reasonably anticipated.

16. Authority and Implementation

The Executive Director is responsible for implementation and enforcement of this policy.