

Innovations Academy

Powerfully creating ourselves through self-expression
compassionate connection and
purposeful learning



Family Handbook 2024-25 School Year

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Dear Families,

At Innovations Academy we powerfully create our lives through self- expression, compassionate connection, and purposeful learning.

We welcome you to the Innovations Academy 2024-25 school year. We are excited to work together to create the optimal learning environment for all students.

Working in partnership with parents, we invite you to share with us what is working for you during the year and where you would like to see improvements. Through practicing our mission, we can cultivate a community filled with participation, communication, and contribution.

We look forward to building this community together.

Please take the time to read through this handbook with your child.

Joyfully yours,

IA Staff

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ACADEMICS, INSTRUCTIONAL PROGRAM, & ATTENDANCE

- **Mission Statement and Guiding Principles**

At Innovations Academy we powerfully create ourselves through self-expression, compassionate connection, and purposeful learning.

Innovations Academy ("IA," School," or the "Charter School"), serving K - 8 students, is made up of difference- makers who are inspired to contribute to our world. We encourage students to create their own opportunities through enriching experiences and active choices throughout their day.

The accomplishments of IA include providing an environment that respects the intellectual, emotional, and social intelligences of all children while supporting their innate human desire to learn through a multidimensional curriculum.

For a deeper understanding of our school's philosophy, we recommend reading our school's charter (available on our website) as well as reading information about constructivist teaching philosophy, positive discipline, and project- based learning.

- **Academic Program**

Fun, excitement, curiosity, and engagement: these things make joyful learners.

At IA we create this through the following components: activity- based skill instruction, inquiry and project- based learning, character, communication and social emotional instruction, and our Explorations classes and clubs.

Our inquiry and project- based learning curriculum integrates student interest into meaningful standards-based projects and explorations incorporating math, art, music, language arts, science, and social studies. We believe that completing projects and other hands-on work engages both the hands and the mind.

Character, communication and social- emotional instruction underscore the importance of effective and productive social interaction and communication for success in life.

Morning meetings, self-evaluations, class council, peer-to-peer discussion, and presentations are some ways that we teach communication skills & conflict resolution. We have a structure to develop relationships conducive to social and intellectual well-being. Over the year, teachers and staff model and teach effective communication skills and techniques.

Full time and Independent Study Options:

Full Time:

80% of our student population participates in our traditional-schedule full time program. Full-time students attend Monday through Friday. We have a minimum day on Monday. The curriculum is mastered using Project Based Service Learning, engaging hands-on activities, enrichment classes, multi-age mentoring, and a strong social emotional/character education program based on learning conflict resolution and problem-solving skills.

3 Day Option:

We also offer a 3-day program for K – 2 students on Tuesday, Wednesday, and Thursday for families who wish to participate in their child’s education as the primary educator 2 extra days per week but would also like to have their child(ren) participate in a typical school classroom. Students integrate into a regular 5-day classroom three days a week and are responsible for their own learning off-site the other two days, which includes submitting evidence of the work done on those two days. Many 3-day families find this to be a nice blend of school with homeschooling.

2 Day Option (Home Learner Community- HLC):

IA also offers a special 2-day program on Tuesdays and Thursdays for home learners in K – 8th grades who want to participate in project-based learning with a supportive home learning community. Our 2-Day students have their own multi-age classrooms on site with a unique schedule specifically designed to meet their needs. Though placement is flexible, we have a K-1 class, a 2nd-4th grade class and a 5th -8th grade class.

Homeschooled children join their peers to create a community of learners. The Home Learning Community (HLC) is a Self-Design (www.selfdesign.com) inspired program where children ages 5-14 co-create their learning with peers, mentors and group leaders. Classes meet on Tuesdays and Thursdays for COOPERATIVE, STUDENT-DIRECTED learning opportunities which are chosen and designed by the children themselves based on areas of intense INTEREST and CURIOSITY. It is recognized that learning takes many forms and, while there is a great deal of joyful learning in many arenas of academics and life, there is little to no direct instruction from our group leaders. Our experiences in HLC classroom are not dictated by traditional school design. The families in the HLC have created a wonderful community of home learners that function as a small school within the school of Innovations Academy. Student and parent input guide the direction of class.

- **School Calendar and Class Schedule**

***Please note that these events may be unavailable due to the impact of the pandemic on our schedule**

Event	Date
Open House	August 15
School Starts	August 19
Labor Day Holiday	September 2nd
Student Led Conferences (take place on minimum day Mondays)	Sept 30-Oct 2
Veteran's Day Holiday	November 11 th
Thanksgiving Holiday	November 25-29
Exhibition Night #1	Dec 12

Event	Date
Winter Break	Dec. 19-Jan. 6
Martin Luther King Jr. Birthday Holiday	January 20
Patriot's Week: Lincoln & President's Day (NO SCHOOL)	February 17 - 21
Spring Break	Mar 30-Apr 4
CA State Testing	May and June
Memorial Day	May 26
Exhibition of Learning #2	March 27
Presentations of Learning Check with teacher for schedule	May and June Check with teacher for schedule
Last Day of School MINIMUM DAY	June 5

Class Schedule

Classroom teachers design their own daily schedules, as individual classes have different activities occurring throughout the school day. This flexibility allows us to design programs tailored to meet the needs of our students. Please check with each teacher for the class schedule. If major changes occur in the school schedule you will be notified. Explorations Classes (2D or 3D Art, Performing Arts, Nature Studies/Garden, Spanish, Engineering, etc.) take place for some students in the morning and others in the afternoons. These classes change quarterly. Please check with the classroom teacher for detailed information about the daily schedule.

• **School Hours**

Starting & Dismissal	Grades 1-8	Grade K
Start Time	8:30 AM	8:30 AM

Dismissal Monday Minimum Days	12:30 PM	12:30 PM
Dismissal Tuesday-Friday	3:00 PM	2:00 PM

Office Hours:

8:00 am - 4:00 pm Monday through Friday
You may contact the office by calling 858-271-1414

• **Drop Off & Pick Up**

Drop-off in the morning begins a maximum of 30 minutes before classes begin (8:00 a.m.). Children must enter the school campus through the back gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:30 a.m. All students arriving after 8:30 a.m. must be dropped off and sign in at the front office.

Pick-up for Kindergarten starts at 2:00 p.m. on Tuesday-Friday. All parents/guardians/caregivers will meet their child at the classroom. Written parent permission must be on file in the office for a non-parent/guardian to pick up a student. Those K students with siblings are welcome to stay until 3 p.m. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th grades at 3:00 p.m., for a 30-minute duration (until 3:30 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk or bike home or walk across the street or walk to the corner, they must communicate this with their child and the front office and teacher in writing. We encourage parents to come into the classroom at least one time per week to pick up their child(ren). This fosters communication between parents/guardians/care-givers and teachers and allows parents to see student work.

Any child in K-5th grade going home with another family for a play date must provide a signed note to the teacher that day or earlier. In lieu of a note, the parent/guardian must notify the office.

Any child remaining after pick-up time has ended will wait in the office. This is disruptive of staff time, so please plan accordingly. Supervision is not available after 3:30 p.m.

Attendance Policy

Board Approved: June 25, 2024

Consistent attendance is very important for a child to develop the relationship

and flow for a successful education. We take attendance very seriously. Please schedule your vacations on days when there is no school.

- If your child is enrolled in the 5- day program, then they are committed to attending 5 days per week.
- If your child is enrolled in the 3 -day program (K-2nd grade), then your child is committed to attending all three days each week.
- And finally, if your child is enrolled in the Home Learning Community ("HLC"), you have made a commitment to become a part of that community and abide by the attendance agreements.

Definitions

- "*Tardy*": IA starts at 8:30 a.m. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant*": Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- "*School Attendance Review Team ("SART")*": The SART panel will be composed of the Director, the School Counselor, the Accountability Coordinator and the classroom teacher. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more

of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school make-up program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school event privileges
 - g. Loss of elective privileges on Monday
 - h. Required remediation plan as set by the SART
 - i. Notification to the District Attorney
3. The SART panel may discuss other school placement options.
 4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or 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 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Please only remove a child for the necessary appointment time. For example: it is rare that a student would be absent an entire day for a dental appointment.
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to three (3) days
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household or 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 days.
 - i. To access services from a victim services organization or agency.
 - ii. To access grief support services.
 - iii. To participate in safety planning or to take other actions to increase safety of the pupil or immediate family member of the pupil.
 - c.

5. Observation of a religious holiday or ceremony.
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. For the purposes of jury duty in the manner provided for by law.
8. 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).
9. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
13. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. 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.
15. 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.
16. Appearance in court.
17. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Executive Director or designee pursuant to uniform standards established by the Board.

Method of Verification

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

1. Signed, written note from parent/guardian, parent representative. This can be provided in person at the office or by emailing info@innovationsacademy.org.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. Please call 858-271-1414. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence and expected date of return; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Tardies

William Shakespeare says, "Better three hours too soon than a minute too late." Plan ahead and drop your child off with 5 minutes to spare and they will never be late to class. If students are chronically late to school (more than 5 tardies) the family will be called into a meeting to discuss the effect of said tardies on the student, teacher, and class (per the *Process for Addressing Truancy*, below)

Teaching children the importance of scheduling and punctuality will have a positive impact on their life. Additionally, when students arrive on time they are more connected to their community throughout the day which makes for a better educational environment for all.

Leaving School Early

Once at school, a student may not leave the gated premises during school hours without permission from the office. If a student needs to leave school during the school day, s/he must be signed out in the office by a parent or guardian.

We ask that you communicate directly with the office when your child needs to leave campus for any reason. Please do not text or call your child directly during the school day (they should NOT have a device with them per our policy). Students are not permitted to use phones, text or call from a personal cell phone without permission from their teacher or office staff during the school day. We are happy to take a message and carry it to your child so that it doesn't disrupt the flow of learning. If signing your student out early, please contact the office and we will send for your child.

Sick Days

Although we feel it is important that children have good attendance, we also understand that children who are ill will not be able to learn and may impact the health and well-being of peers and staff. Please take a few minutes at home to carefully check your child's health before s/he leaves for school. The following are suggested times when a child should stay home. If they come to school with any of the following conditions you may be called to pick them up:

- A report of illness during the night - fever is present (100 degrees or more)
- Complaints of nausea, upset stomach, vomiting, headache, diarrhea
- Development of a rash on face and/or body
- Severe cold, cough and/or sore throat
- Inflamed eye(s) with discharge

Please remember: An ill child cannot function properly in school. The spread of illness and disease through school can be more easily contained if sick children remain at home during the acute stage of an illness.

Process for Addressing Truancy

- After a student has 3 unexcused absences or tardies of over 30 minutes, the parent/guardian will receive a warning letter.
- After 5 unexcused absences and/or tardies of over 30 minutes, the Executive Director will contact the family to create a plan together for how to improve attendance.
- Should a student reach 10 unexcused absences or tardies of over 30 minutes, a meeting is scheduled with the family, Executive Director, and teacher to address this very serious issue.
- If your child has more than 10 unexcused absences or tardies of over 30 minutes in a school year, your child will be referred to a Student Success Team (SST) and the SART.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is

disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

A budgetary note about frequent absences

While a solid education and quality learning experience are the most important factors of regular attendance, the simplest form of fundraising that you can do for our community is to ensure that your child is here each day possible as funding is based on attendance, not enrollment. When children are absent from school, we miss out on their intellectual contribution to our community and we lose funds.

Each day that a student is absent negatively impacts our budget. In order to run a school with a high-quality staff, materials and program we need funds and a predictable budget. You can support the school by having your child in school consistently. If your child is unable to attend classes on campus regularly, due to prolonged illness, temporary disability, or other reasons, please see our independent study section below or contact the main office for further options.

Short Term Independent Study Contracts

If you know in advance, including the morning of, that your child will be absent from one to fourteen school/calendar days for any reason, your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves. In addition to the signed contract, the student must complete and return to the front office the assigned classwork.

It is of utmost importance that families with children absent for any reason for one school day or longer, obtain an Independent Study Contract. This can be done by contacting the office and downloading the contract/student work from our website, having us email work or coming into the school office to pick up the necessary documents.

When possible, please contact the office three days prior to the anticipated absence in order for teachers to adequately prepare lessons for your child. Students are expected to complete all work assigned and turn it in to the office upon returning to school.

Please note that a child is an important part of a learning community. Teachers plan for all of their students to be present when making lessons, forming student groups and setting milestones for learning. An independent study contract does not take the place of coming to school every day. It simply helps make sure a child stays in the school flow and completes something academic while out of school.

To review the School's complete Independent Study Policy, please request a copy at the main office.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first three (3) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first

three (3) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the third day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (2nd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the third (3rd) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (e.g. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

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

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

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

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

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

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

- **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.

- **English Learners**

Innovations Academy 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. IA 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. IA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

- **Sexual Health Education**

Innovations Academy offers comprehensive sexual health education to its students in middle school grades, at a minimum in 7th grade. 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 student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in middle school, at a minimum in 7th grade. 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 IA 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.

- **State Testing**

Innovations Academy 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.

- **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**

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information..

- **Animal Dissections**

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

- **Fieldtrips (AKA Field Study)**

IA students participate in many field study experiences. They are a great way to reach out to the community and experience learning in a unique way. Field study can be as simple as walking around the block or more intensive such as going to the zoo, a museum or overnight camping. A general field trip permission slip was included in the online registration packet for this purpose and is also available in the front office. If you prefer to opt-out of the general permission slip, IA can provide you with individual permission slips for each planned field trip. If you choose to volunteer on a field trip, please note the requirements in the volunteer section of this Family Handbook.

Payments for Field Trips/Field Studies

At IA, our goal this year is for all students to participate in three field study experiences per semester and many of these excursions have costs to attend. We keep our costs as low as possible by fundraising for our more expensive trips. Please let us know if the cost of a field trip is a financial hardship for your family. No student will be excluded from participating in a field study due to lack of payment. That is our responsibility as a public school.

Transportation

Students learn a lot about public transit by using our local public transportation resources during field trips. Buses, trains, and trolleys are great learning experiences and IA regularly utilizes these methods of transport on field study trips. Student groups are always supervised by an adult chaperone while riding public transit. If you would prefer your child to not ride public transit you may arrange alternate transportation for your child.

STUDENT HEALTH & SAFETY

• **School Safety Plan and Emergency Action Procedures**

There is a Comprehensive Emergency Action and Safety Plan on file in the main office. It can be viewed in the main office. IA holds one emergency drill per month.

Some emergency numbers to be aware of:

- Front Office Number: 858-271-1414
- Christine Kuglen, Director: 619-379-9275

• **Administration of Medications**

Students may not self-administer any medications (over the counter or prescription) in class. All medications must be turned into the School office. Medication given at school must be accompanied by:

1. Physician's Authorization for Medication form detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken; AND
2. A written statement from parent/guardian indicating that they desire the School to assist the student with medication.

• **Informed Consent and Acknowledgment for Athletic Activities**

Students at IA have the option to participate in a wide range of athletic activities

By their very nature, athletic activities can put students in situations in which serious, catastrophic, and perhaps fatal injuries may occur. The injuries could include, but are not limited to the following:

Sprains/strains	Disfigurement
Fractures	Head injuries
Cuts/abrasions	Loss of eyesight
Unconsciousness	Death
Paralysis	

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury.

Although the School may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury.

• **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have

an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

- **Physical Examinations and Right to Refuse**

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

Vision, Hearing/Scoliosis: Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

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

- **Diabetes**

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

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

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

Innovations Academy 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

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

• **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. Immunization records will be required for all incoming students. Verification of immunizations are completed with written medical records from the child’s doctor or immunization clinic. Because we have no other option, IA follows and abides by the immunization and 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 classroom-based instruction 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 Initial	<p>Diphtheria, Tetanus, and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>

Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis) At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>
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- **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 at the front office for your convenience or you can put your request in writing and send it to . 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 our website for your review.

- **Mental Health Services**

Innovations Academy 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 IA 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 our counselor by coming into the Solution Center during school hours and making an appointment. Our counselor supports 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 school or by an outside provider, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Lisa Smith, our special education coordinator at LSmith@InnovationsAcademy.org.
- 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 our health clerk in the front office at 858-271-1414.

Available in the Community:

- Mental Health Services Information (<https://www.mentalhealth.gov/get-help>)
- San Diego County Mental Health Services (https://www.sandiegocounty.gov/hhsa/programs/bhs/mental_health_services_eligibility/)
- Positive Change Counseling Center (sliding scale mental health) <https://www.pccounselingcenter.com/post/affordable-mental-health-services-in-san-diego-county>
- Free Mental Health Screening (<https://screening.mhanational.org/screening-tools/>)

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.

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:

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the UCP is available upon request at the main office. 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.

Suicide Prevention Policy

Board Approved **6/25/24**

The Governing Board of Innovations Academy ("IA") recognizes that suicide is a leading 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.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. It is also our intention to continue to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is urgent to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families,

the Director, Christine Kuglen and Counselor, Samantha Hallor shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students (Special Ed Consultants, Coaches and Enrichment Teachers)

The Director and Counselor shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

In compliance with Education Code 215, this policy has been developed in consultation with school-employed mental health professionals (school counselor, psychologist), administration other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. Schools and schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

(See attachments)

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IA shall appoint an individual to serve as the suicide prevention point of contact (Samantha Hallor, Counselor). In addition, IA has identified one staff member to serve as the liaison to the IA's suicide prevention point of contact, and coordinate and help implement suicide prevention activities on their specific campus (Christine Kuglen, Director). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at:

<http://www.heardalliance.org/>

You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at:

<https://www.pausd.org/student-services/counseling-services>

Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at:

"<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>"

For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at: "<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>"

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at: "<http://resource-center.yourvoicecounts.org/content/how-use-social-media>"

Suicide Prevention Training and Education (Staff Development)

IA has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, and coaches.

Training includes the following:

1. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
2. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (See attached). Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by a staff member;
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide; and
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at: <http://cal-schls.wested.org/>
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
- a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines;
 - h. School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should

emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- i. School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
5. The professional development also shall include additional 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:
- a. Youth affected by suicide;
 - b. Youth with a history of suicide ideation or attempts;
 - c. Youth with disabilities, mental illness, or substance abuse disorders;
 - d. Lesbian, gay, bisexual, transgender, or questioning youth;
 - e. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - f. Youth who have suffered traumatic experiences; and

Resources:

Youth Mental Health First Aid (“YMHFA”) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at: <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the

warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at:
<http://www.qprinstitute.com/>

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at:
<https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at:
<https://livingworks.net/>

Employee Qualifications and Scope of Services

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

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by IA.

Resource:

Assessing and Managing Suicide Risk (“AMSR”) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at: <https://sprc.org/>

Parents, Guardians, and Caregivers Participation and Education

1. To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, IA 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 prominently displayed on the IA Web page and included in the Family Handbook.
3. Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy.

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide; and
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at:
<https://www.save.org/>

Student Participation and Education

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

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

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

IA has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall**:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

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

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

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, and Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at: <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at: <https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships/tap-online-trainings/break-free-depression-program>

Coping and Support Training ("CAST") is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at: <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at: [https://www.save.org/Linking Education and Awareness for Depression and Suicide](https://www.save.org/Linking-Education-and-Awareness-for-Depression-and-Suicide) ("LEADS") for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at:

Intervention, Assessment, Referral

Two IA staff members (Samantha Hallor, Counselor and Christine Kuglen, Director) who have received advanced training in suicide intervention are designated as the primary and secondary suicide prevention liaisons.

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.

Under normal circumstances, the primary and/or secondary liaisons shall notify the Executive Director, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school web sites.

The Executive Director, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the 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.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

Students experiencing suicidal ideation shall not be left unsupervised.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

The Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

Parental Notification and Involvement

IA shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

1. After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
2. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotion
3. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
4. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures. The content of the education shall include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - e. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, Success Programs, and National Alliance on Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement suicide prevention on their campus that included the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers 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 for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (858-694-5141).

Action Plan for In-School Suicide Attempts

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
 - b. Move all other students out of the immediate area;
 - c. Immediately contact the administrator or suicide prevention liaison;
 - d. Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
 - e. If needed, provide medical first aid until a medical professional is available;
 - f. Parents/guardians/caregivers should be contacted as soon as possible;
 - g. Do not send the student away or leave them alone, even if they need to go to the restroom;
 - h. Listen and prompt the student to talk;
 - i. Review options and resources of people who can help;

- j. Be comfortable with moments of silence as you and the student will need time to process the situation;
 - k. Provide comfort to the student;
 - l. Promise privacy and help, and be respectful, but do not promise confidentiality;
 - m. Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
 4. After a referral is made, IA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, IA may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at IA.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

Action Plan for Out-of-School Suicide Attempts

If a suicide occurs or is attempted by a student of the IA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parents/guardians/caregivers and offer support to the family;

2. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
3. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
4. Designate a staff member to handle media requests;
5. Provide care and determine appropriate support to affected students;
6. Offer to the student and parents/guardians/caregivers 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.

Supporting Students after a Mental Health Crisis

Students shall be encouraged through the education program and in IA activities to notify a teacher, the Executive Director, another IA administrator, psychologist, IA 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. IA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her 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 provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who threatened 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.

The following steps shall be implemented upon re-entry:

1. Obtain a written release of information signed by parents/guardians/caregivers and providers;
2. Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
3. Inform the student's teachers about possible days of absences;
4. Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
5. Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
6. Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page

http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

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 students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Christine Kuglen, Director and Samantha Hallor, Counselor for IA shall ensure that the school has an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

The suicide prevention liaison shall:

1. Identify a staff member to confirm death and cause (Christine Kuglen);
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and that which you have permission to disclose.
6. Prepare staff to respond to needs of students regarding the following:
7. Review of protocols for referring students for support/assessment;
8. Talking points for staff to notify students;
9. Resources available to students (on and off campus).
10. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
11. Identify students affected by suicide death but not at risk of imitative behavior;
12. Communicate with the larger school community about the suicide death;
13. Consider funeral arrangements for family and school community;
14. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
15. If needed, identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at: <http://suicide.org/> or www.reportingonsuicide.org. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

16. 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

Resources:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at:

<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at:

<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at:

http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at:

<http://www.cde.ca.gov/lss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at:

<http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. IA will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

OTHER STUDENT SERVICES, POLICIES, & PROCEDURES

• Education of Foster and Mobile Youth

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

1. "Foster youth" means any of the following:
 - a. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code ("WIC") Section 309 (whether or not the child has been removed from the child's home by juvenile court).
 - b. A child who is the subject of a petition filed pursuant to WIC Section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active-duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of 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.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

Foster and Mobile Youth Liaison: The Executive Director or designee designates the

following staff person as the Liaison for Foster and Mobile Youth:

Devon Woodruff
Instructional Support Coordinator
5454 Ruffin Rd. SD 92123
Devon@innovationsacademy.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 pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster 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.

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 five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster 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.

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 upon

request at the main office.

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

- **Education of Homeless Children and Youth**

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

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

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

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

Devon Woodruff
Instructional Support Coordinator
5454 Ruffin Rd. SD 92123
Devon@innovationsacademy.org

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies , and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/>

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

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than

the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

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

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

- **Visitors and Volunteers**

Visitation

The safety of all children is of utmost importance. Our gates are locked at 8:30 a.m. each morning. At that time the only way on campus is through the front office. Immediately upon entering campus, all visitors, including volunteers, are required to sign in with the school office. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When required by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. IA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.

Volunteers

Volunteerism by parents is encouraged but not mandatory. We love volunteers at IA because they contribute so much time and energy to the students and staff! If you would like to volunteer, please see the below requirements for each level of involvement. For levels 2, 3 or 4, volunteers must complete and turn in the listed

documents to the front office. Volunteers will receive an IA Volunteer Card indicating the volunteer categories that are allowed. If the requirements have not been met, then a parent will not be allowed to volunteer for that category. There are four categories of volunteers, each with different requirements:

- 1) Visitors or guests who enter the school for a one-day visit. This **excludes** whole school events such as Exhibition Nights, the school dance, etc.

Requirements:

- Sign in at the front office.

- 2) Volunteers with regular group exposure who have little or no direct unsupervised exposure or contact with children, and volunteers with classroom exposure who work with children and are supervised by school staff.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 3) Field Trip Drivers: Volunteers who drive on field trips but do not spend the night.

Requirements:

- Sign in at the front office.
- File a copy of your automobile insurance in the front office.
- File a copy of your driver's license in the front office.
- Provide copy of DMV record obtained at DMV or on their website (search Driver's Record Request)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 4) Volunteers who work with students unsupervised or who assist on overnight field trips.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years).
- Present a fingerprint clearance from the SD County Office of Education.
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

A complete copy of the *Visitor and Volunteer Policy* is available for review in the main office and on the school website.

- **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.

Professional Boundaries: Staff/Student Interaction Policy

- Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.
- Corporal Punishment
- Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.
- For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.
- For clarification purposes, the following examples are offered for direction and guidance of School personnel:
 - A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
 - B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
- Acceptable and Unacceptable Staff/Student Behavior
- This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

- Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”
- For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.
- Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.
- Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.
- Duty to Report Suspected Misconduct
- When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.
- Examples of Specific Behaviors
- The following examples are not an exhaustive list:
- Unacceptable Staff/Student Behaviors (Violations of this Policy)
 - (a) Giving gifts to an individual student that are of a personal and intimate nature.
 - (b) Kissing of any kind.
 - (c) Any type of unnecessary physical contact with a student in a private situation.
 - (d) Intentionally being alone with a student away from 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 in

- an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
- **(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**
- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.
- Cautionary Staff/Student Behaviors
- **(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**
- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors
- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the 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 staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.

- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

• **School Meal Program**

IA participates in the National School Lunch Program. Applications school meals are available at Open House, on the Charter School website and in the main office. Completed application forms can be returned to the main office or submitted electronically. The Charter School will provide each student who requests either meal with one nutritionally adequate cold breakfast each day and one lunch. Please also contact the main office with any questions.

• **School Waste**

IA is committed to sustainable practices that will contribute to long term maintenance of our school site, city, and planet. The reuse of materials is a sustainable practice. We request that each child and staff member have a plate, cup (non-glass), fork and spoon in their classroom to be used for class parties and hot lunch on campus. Additionally, we are asking parents to send lunch items in reusable containers.

Other Lunch Options: Bring a cold lunch or leftovers as we have microwaves on campus.

Snacks: Please send your child to school with nutritionally sound snacks (and lots of them, your children will be hungry throughout the school day). No energy drinks, soda, or junk food. If a child is seen with such items, we will reach out to parents to request a change in snack items. We suggest fruits, vegetables, nuts, whole grain breads, cheeses, etc. Once again, keep in mind that our goal is to have zero trash generated on campus from snacks and lunch so please pack accordingly.

• **Fundraising**

At IA, each year we create a fundraising plan to give clarity and direction to the necessary fundraising that we must do. The funds bring resources to our program. If you have strong opinions, skills and/or ideas in this area, please volunteer for our Fundraising Committee.

We do a variety of fundraising activities:

Student: Fundraising is a great way for students to learn about budgeting, resources, and planning. Furthermore, it makes our students accountable for the activities that they want to do. An example of a fundraising event is a student-organized bake sale or car wash.

Passive/Ongoing Fundraisers: These fundraisers require little effort once established. Money comes to IA throughout the school year. Examples are Gift card purchases, Amazon Smile Program, debit or credit card registration at several locations (iGive and eScrip programs). Please see our website for links to all of our

ongoing fundraisers.

Active Fundraising: Several active fundraisers that may occur during the school year are Scholastic Book Fair and school dances and other events.

There are many other ways to help generate funds that support our students. Helping create a strong network is important. All IA community members can contribute by helping to organize, bringing supplies or goods for a fundraiser, donating monetarily, and/or helping us find grants or philanthropic organizations to partner with. One resource that many people don't tap into is their own place of employment. Many companies do matching grants/contributions for fundraising/donations. Find out about yours!

Education Innovators Program: We have the goal of creating an Education Innovators Sponsorship Program. This program would enroll 100 sponsors each year donating \$1,000.00 each year for three (3) consecutive years. With \$100,000.00 collected each year, we will deposit half of the funds into a reserve account and the other half will be used to support the continuing development of a strong educational program and innovative use of technology. If you are interested in organizing this program, please see the director.

Please note that participating in fundraising activities or donating to a fundraiser is optional. No student will be penalized for failure to participate.

- **Dress Code**

IA believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, and be appropriate for school activities. Clothing that promotes alcohol, drugs, tobacco, or other controlled substances, or uses suggestive, vulgar, obscene, or profane language and/or images is prohibited.

Footwear: Please wear or bring to school closed-toe athletic shoes for outdoor activities during P.E. The scheduling of P.E. can be unpredictable and classes often play active outdoor games. Please plan accordingly

- **Cell Phone and other Electronic Communication Device Policy**

We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as communication watches).

No "smart" device that connects to the internet (cell phones, watches, iPads, computers) may be brought to campus by students at any time, unless:

- A student transfers homes between guardians/parents during the week or is meeting a parent off campus after school. They may bring a device but it must

be turned into the front office or at the gate at the start of the school day and retrieved at the office at the end of the day.

- 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.

Any student found using a “smart” device (one that connects to the internet) will have it immediately taken away and parent/guardian will be required to come to a scheduled meeting with the school counselor, Director, and Assistant Director. The device will be returned to the parent/guardian at that meeting. If this happens a second time, the student will be forbidden from bringing the device to school.

Parents who need to contact their children during the school day should leave a message at the front desk. Students are allowed to come to the office to make a phone call during class time only with the permission of the teacher, and at breaks and lunch as well as before and after school.

• **Student Use of Technology Policy**

IA offers students access to technologies that may include internet access, electronic mail, and equipment, such as chromebooks, computers, tablets, or other multimedia hardware. The technological resources provided by IA must be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Chromebook Care Agreement

IA assigns individual Chromebooks to students in grades 2- 8 for instructional use throughout the school day and iPads for K-1 students. Students agree to follow their classroom expectations governing the use and care of their individual Chromebooks to prevent loss or damage. Normal wear of student equipment is expected, and IA repairs Chromebooks as needed.

If IA staff determines that a Chromebook is willfully damaged by a student as a result of an intentional act, neglect, or abuse or because that student did not follow the acceptable use policies, below, or those established by his or her class, the student’s parents understand and agree that they are responsible for the cost of repair or replacement of the Chromebook limited to the fair-market value of the Chromebook at the time of its loss.

IA expects that students take appropriate care of their Chromebook by observing the following:

- Students transport their Chromebooks using both hands so as to avoid accidentally dropping them.
- Students store their Chromebooks carefully so the Chromebooks are not susceptible to damage (stored in the designated space in the classroom).
- Students type with care so that keys remain intact on keyboards.
- Students keep screens from bending back so as not to cause pressure damage to hinges or screens.
- Students keep their Chromebooks with them when Chromebooks are in use.

- Students keep their Chromebooks free of permanent marks and/or stickers.
- Students keep food and liquid away from their Chromebooks.
- Students plug in and remove headphones carefully so as not to damage headphone inputs or break off headphone jacks.
- Students ensure that when they use their Chromebook adapters, the cords do not pose trip hazards and are not exposed to damage.

Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

Internet Safety/Network Use Guidelines

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and IA networks as part of your student's educational experience.

IA's network provides access to the internet. The internet is an electronic highway connecting thousands of computers all over the world.

Students will have access to:

- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

Safety

IA has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code section 313).

The teacher/staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

While IA is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

Acceptable Use

The purpose of schools having access to the internet is to support research and education, access to unique resources, and the opportunity for collaborative work. The

use of IA networks must be in support of education and research and consistent with the educational objectives of IA. Innovations Academy takes no responsibility for the accuracy or quality of information from Internet sources.

Prohibited Use

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code section 502).

Behaviors that constitute cyberbullying are strictly prohibited. Please see the Title IX, Harassment, Intimidations, Discrimination, and Bullying Policy within this Family Handbook for more information about cyberbullying.

Students who engage in inappropriate network use may be subject to discipline, up to and including suspension and/or expulsion, in accordance with IA policies and procedures.

Privileges

The use of IA networks and the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or IA security administrator to deny, revoke, or suspend specific user access.

Netiquette (Network Etiquette)

The use of IA networks requires adherence to rules of network etiquette.

These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language.
- Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- Maintain privacy. Do not reveal the personal address or phone

numbers of yourself or other persons. Before publishing a student's picture, name, or work on the Internet, the school must have on file a parent release form authorizing publication.

- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

Security

Security on any computer system is a high priority, especially when the system involves many users.

If you are aware of a security problem on IA networks, please notify School administration either in person, in writing, phone, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to IA networks and the internet.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses and damaging any hardware owned by IA.

Before a student is assigned a Chromebook or permitted to access any other technology on campus, including internet, they must sign the IA Acceptable Use Agreement.

• **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 or the fair market value of the item at the time of its loss. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, and transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

• **Positive Discipline Policy and Procedures**

Positive Discipline is a program based on the work of Adler and Dreikurs. The program, by Jane Nelsen, is designed to teach young people to become responsible, respectful and resourceful members of their community. It teaches important life

skills in a manner that is deeply respectful and encouraging for both children and adults. Positive Discipline is the basis for IA's discipline plan.

We know that students do better socially and academically when they believe that they are an integral part of their community, when they feel that others care for them and when they feel their contributions are valued. IA staff invests a lot of time and planning to create such an atmosphere. We expect students to work with us to create the optimal learning environment.

School Discipline

Opportunities to learn come from making mistakes. By addressing mistakes we can move towards the path of resolution. We use positive discipline to help children become competent conflict resolvers.

As relationships with students are important to us, we work hard to make consequences for misbehavior respectful and constructive rather than punitive. This supports us in being decisive and action oriented in discipline measures. For more information about why Innovations Academy discipline policy works, consider reading one of the following resources:

- Positive Discipline by Jane Nelsen
- Solving Thorny Behavior Problems by Caltha Crowe

Student Expectations

In order for the classroom and campus to be a safe and engaging learning environment, students are expected to:

- Be willing to actively engage in academic learning activities. This includes trying things when they are difficult and following directions at all times.
- Actively participate in conflict resolution, seeking to understand another's point of view and ultimately resolve the issue, which may include an action apology/make up action, creating an acceptable plan and consistently taking action that will achieve the goal of resolution.
- Create an acceptable plan to resolve problems at school. All students involved in conflict must create an acceptable plan to resolve the issue and demonstrate consistent action, which will achieve resolution.

If a student is not willing to engage in any of the above, they will be removed from class and possibly sent home and a parent meeting will be scheduled to discuss.

Incidents Compromising Safety and a Productive Learning Environment

When student behavior compromises learning or negatively impacts the community in any way, the following actions may be utilized:

Taking a break in the classroom, taking a break outside of the classroom,

generating a written plan for behavior change, visiting the Solution Center to generate a plan, completing work outside of the classroom, working independently in an alternative classroom, making a contribution in a lower grade classroom, parent notification, creating a home-to-school checklist for desired behavior changes, a day of reflection, suspension and or expulsion.

When it is ascertained by staff that the student's behavior is of a significant nature or is an ongoing disruption, the student and/or parents may be asked to participate in individual or family counseling with the IASC (Innovations Academy Solution Center) counselor to address the behavioral challenges.

Parents are contacted when a child commits an enumerated offense per IA's Suspension & Expulsion Policy or engages in repeated minor infractions. Any incidence compromising safety, or a productive learning environment, is evaluated for a parent meeting, or suspension with a possible recommendation for expulsion. The governing board handles the expulsion process. For more on this process, see the Suspension/Expulsion Policy.

At Innovations Academy ("IA") we pride ourselves in our Character Development program that includes children in the conflict resolution process. Most incidents at school will be handled inside the classroom, counseling center or office through peer-to-peer conflict resolution, teacher to student discussion and problem solving or through the class council conflict resolution procedure. However, when a situation reaches the level of needing intervention from the Executive Director, an evaluation is made as to if a suspension or expulsion is recommended. This section, below, is designed to inform all parents of suspension/expulsion procedures and due process.

- **Suspension & Expulsion Policy**

Most recent board approval with handbook for the 24-25 school year 6/25/24

Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at IA. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter 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 or expulsion.

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/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder 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, 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a)

while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) 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 8, 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 8, 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 8, 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 their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual 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 (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of

former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) 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 subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, 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 their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual 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.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 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. No penalties may 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 by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. 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 or 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

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

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

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

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

this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

I. Expulsion Decision

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

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

The Board of Directors may also determine to suspend the enforcement of the expulsion

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

(1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The 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.

P. Notice to Teachers

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

Q. Involuntary Removal for Truancy

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

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study for Home Learning Community students, if monthly calendars of learning and/or one representative work sample from each subject during a 40 day period are not turned in, an evaluation is held by the HLC teacher team in conjunction with the director 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.

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

1. Notification of District/SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

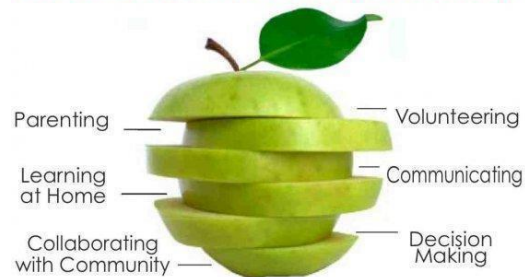
If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

the student has been evaluated and determined to not be eligible.

The Six Slices of Parental Involvement



• Parent Responsibility

“Responsibility for our children's education must begin at home” – Former President Obama

As a parent of a student attending IA, it has been your choice to place your child in a school with a specific design and mission. It is your job to understand the School's mission statement. By choosing IA as the school of choice for your child(ren), you also choose to be an active participant of IA's academic community. This means developing an understanding of the School's learning philosophies, policies, and goals. It also means actively pursuing an understanding of the School's curriculum, and supporting your child(ren)'s learning at home.

It is important to understand that IA follows a progressive teaching model that is very different than traditional public schools. This aspect of IA brings with it the inherent challenges of learning a new paradigm. These challenges may occur as:

- Feeling confused about the learning process
- Misunderstanding an aspect of the philosophy
- Worrying about the progress of learning

When any of the above feelings happen, it is the parent's responsibility to talk with a teacher or administrator who will support the parent in getting their needs met for information and understanding.

The following are aspects of the program that may be new and/or different and which parents may need to communicate about.

IA:

- Does not have a traditional report card
- Holds student led conferences in which a student is present with
- the parent
- Students call staff by their first names
- Students contribute to decisions about their learning
- Does not give meaningless homework
- Implements POLs (presentations of learning), portfolio work and Exhibitions to assess a student's progress.

- Uses project based, inquiry-based and other hands-on, interactive learning experiences as a central part of the academic program
- Does not focus on test taking, benchmark testing, or test scores
- Expects students to attend all field trips.
- Has a relationship based discipline plan which is not a one size fits all approach. Students and their parents are expected to participate in conflict resolution and problem solving for behavioral issues and discipline related behaviors.

All parents are members of the IA academic community and play a vital role by showing support and participating in school activities as much as possible.

Some great ways to participate are:

- Chaperone a field trip
- Read to your children or do an outside activity
- Foster friendships between IA students by creating play opportunities outside of school
- Contribute to a fundraising event (bake sales, IA Education Conservators, etc.)
- Attend Exhibition Nights
- Provide large quantities of unstructured time for your child(ren)
- Be a Reading Buddy in a classroom
- Participate in the Parent Connection (our parent association)

If you'd like to help with any classroom or school wide event, please speak with your teacher or the Parent Association president who will gladly get you started. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

• **Getting Needed Information**

We often hear from parents about the need to be connected and how challenging that can be. The first step is to learn what is going on in the classroom and at school. Another component is communication between home and school. This section will explain some ways to get the information and communication you want with IA:

- Innovations Academy has its own **website**. On this website you will find updates, information about our philosophy, links to our classroom digital portfolios, calendar, Family Handbooks, Charter, etc.
- **Class Info** All IA teachers use ParentSquare to communicate with families.
- **Sunday Blast:** On Sundays a ParentSquare communication will go out to all of our parents with activity updates and information for the upcoming week.
- **Exhibition Nights:** During the 2024-25 school year we will have

Exhibition Nights on the following dates: December 12th and March 27th.. We expect 100% attendance by parents as all students will be presenting work they have completed. If you can't make it, please communicate with us ahead of time. We consider Exhibitions to be as important as report cards.

- **Student Led Conferences ("SLC"):** During SLCs, students take the lead to facilitate a conference with their teacher(s) and parent(s). The outcome of the conference is that students share their learning in various subject areas and set academic, personal and social goals.
- **Presentations of Learning ("POL"):** A presentation of learning is an opportunity for a student to speak about specific areas of their own learning in an authentic, reflective way. The act of speaking about who you are, your strengths and challenges is an important part of our program. If POLs are held in your child's class, please make every attempt to attend your child's presentation of learning.
- **Come In!** We are here every school day. Please come in and say hi and let us know if you have any questions. If we can't address them on the spot, then we can schedule time with you.
- **Director Office Hours:** Current and new IA parents have the opportunity to meet with the Director and get questions answered. It's also a great place to connect with other IA families and have fun while developing a deeper understanding of IA philosophy. Check the website calendar and Sunday ParentSquare communications.

Please let us know if you have any ideas that can improve our methods of communication. Thank you.

- **Email Communication Policy**

IA recognizes that electronic mail (email) can be a valuable communication tool, when it is used judiciously and in accordance with privacy laws and the school internet ethics code. To help us implement the School communication policy, IA faculty and staff members are provided with ParentSquare accounts to improve the efficiency and effectiveness of communication both within the school and with the parent/guardian community. Faculty and staff are required to use ParentSquare for all communications with parents.

In the interest of ensuring that email is a positive influence on our learning community of committed parents/guardians, teachers, students, and friends, we are instituting these ParentSquare guidelines for parent-teacher communication.

- Keep the message short, no more than 1 paragraph is a good rule, and request to schedule a time to meet or to speak via telephone if you need more communication.
- Respect teacher planning time by sending message only when necessary
- Keep the content appropriate and specific
- Please keep all contacts professional. Jokes, amusing or special stories,

chain letters, or commercial solicitations are inappropriate

Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher.

Remember that your child's teacher oversees 25 students. Before sending an email to your teacher, please ask yourself:

- Can I get the answer on the class or school website?
- Was the information sent in the teacher's weekly email?
- Can I ask my child to find out tomorrow?
- Can it wait?

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.

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 ("IDEA").

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 the 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 of 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 IDEA; 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. 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:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

The lack of English language skills will not be a barrier to admission or participation in 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.

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

Board Approved: 8/14/23

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, Innovations Academy ("IA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

To the extent possible, the 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. IA school staff that 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 IA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. IA 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. IA 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”):

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, 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 IA.

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical

conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

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

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

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

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with his or her exceptional needs.

- photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in IA 's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IA investigate the allegation of sexual harassment.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

IA advises students:

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

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

2. Education

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

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

IA'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.

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

3. Professional Development

IA 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 IA employees who have regular interaction with students.

IA 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 IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

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

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

Grievance Procedures

1. Scope of Grievance Procedures

IA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or

bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the IA 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, IA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

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

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

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

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a

staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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

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

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

3. Supportive Measures

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

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to IA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IA'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. IA 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 IA to provide the supportive measures.

4. Investigation and Response

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

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

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

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee 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 IA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - IA 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 IA's policies.
 - IA may remove a respondent from IA's education program or activity on an emergency basis, in accordance with IA's policies, provided that IA 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, IA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If IA 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.
- IA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. IA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, IA 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 investigation reveals that the alleged harassment did not occur in IA 's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable IA policy.
 - IA 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 IA; or
 - The specific circumstances prevent IA 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, IA 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.
 - IA 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 IA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

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

6. Right of Appeal

Should the reporting individual find IA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of IA's decision or resolution, submit a written appeal to the President of the IA 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 IA will implement appeal procedures equally for both parties.
- Within five (5) business days of IA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

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

7. Recordkeeping

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

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

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



Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Rd. San Diego, CA 92123 (858)271-1414

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize IA 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.

Signature of Complainant Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

• Professional Boundaries: Staff/Student Interaction Policy

Board Approved: 8/16/23

Innovations Academy ("IA") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

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

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

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

Acceptable and Unacceptable Staff/Student Behavior

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

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain

conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from 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 in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct as a high priority.
- (s) Asking yourself if your actions are worth your job and career.

• **Uniform Complaint Policy & Procedures**

Board Approved: 8/16/23

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

Scope

Not all complaints fall under the scope of this Policy.

- Many concerns can be made in accordance with the **General Complaint Policy**, including complaints regarding classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Brown Act, and other general education and school requirements that do not otherwise fall under the purview of this Policy.
- Concerns may also be raised under the School's **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**.

The following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education ("CDE").

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of 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, pregnancy, 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 IA program or activity.
2. Complaints of violations of state or federal law and regulations governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education Programs;
- Career Technical and Technical Education and Training Programs;
- Child Care and Development Programs;
- Consolidated Categorical Aid Programs;
- 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 Child Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If IA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, IA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by IA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or IA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), or Local Control and Accountability Plans ("LCAP") under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If IA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead they 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.
 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they 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.

Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and

investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.

Notifications

The Executive Director or designee shall annually provide written notification of this Policy to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook. A copy is available upon request free of charge.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in IA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that IA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that IA is operating pursuant to Title 22 licensing requirements.
3. A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
6. A statement that 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.

7. A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of IA's decision, except if IA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals IA'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.
9. A statement that if IA finds merit in a UCP complaint, or the CDE finds merit in an appeal, IA 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.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint.

- **Step 1: Filing of Complaint subsequent related actions**

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

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

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying, unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee

shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the IA Board of Directors approved the LCAP or the annual update was adopted by IA.

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

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

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

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

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

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Within five (5) business days of receiving the complaint, the compliance officer is encouraged to informally discuss with the complainant the possibility of using mediation.

This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

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

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

IA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Response**

Unless extended by written agreement with the complainant, the compliance officer shall issue to the complainant a written report of IA's investigation and Decision within sixty (60) calendar days of receipt of the complaint unless the timeframe is extended with the written agreement of the complainant.

IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered
2. The conclusion providing a clear determination for each allegation as to whether IA is in compliance with the relevant law.
3. Corrective actions, if IA's finds merit in the complaint and any are warranted or required by law
4. Notice of the complainant's right to appeal the decision within thirty (30) calendar days to the CDE, except when IA has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal
6. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the CDE

If dissatisfied with IA's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

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

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

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

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to IA for resolution as a new complaint. If the CDE notifies IA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, IA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for

reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with IA.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) 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 IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | |
|---|--|
| <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> 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 |
| <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> Every Student Succeeds Act |
| <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> Migrant Education Programs |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> National Origin/Nationality | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Immigration Status/citizenship | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes
 No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Christine Kuglen, Director or
Devon Woodruff, Assistant
Director

Innovations Academy
10380 Spring Canyon
Rd. San Diego, CA
92131

PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR RECORDS.

General Complaint Policy

Board Approved: 8/16/23

The Innovations Academy ("IA") Board has approved this policy to be used for parents when something is working or not working for at IA. This is our name for our General Complaint Policy. It is what we believe works best to truly address issues and solve them.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent or on social media	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or Executive Director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually, approaching a person when you have negative

feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...).

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

1. Start at the source:

- a. If you have a concern with something in the classroom, speak to the teacher.
- b. If you have a concern with something in the front office, speak with the Executive Director.
- c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.
- d. If you have a concern about the educational program, speak with the Executive Director.
- e. If you have a concern about an issue with another student, speak with the teacher, the Assistant Director or the Executive Director.

2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.

3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.

4. If you have completed steps one, two, and three and do not feel that your concern has been fully addressed, email the Executive Director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).

5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:

- a. Write a letter to the I.A. Board and send it to our school address, or
- b. Email our board at Board@InnovationsAcademy.org, or
- c. Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback to the School.

GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

General Complaint Form
To be turned into the front office

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form. Please use as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.)

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable):

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Summary of my issue/observation (Attach additional pages, if needed): _____

I would like to (check all that apply):

_____ To talk to a particular staff member (name: _____)

_____ To meet with the Executive Director

_____ To call a conference for my family with another family at IA.

_____ Receipt of this form to be acknowledged

_____ To thank the parties involved who are

_____ To express my appreciation for

_____ Other: _____

I hereby authorize the Charter School 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. Employees providing false information in this regard could result in disciplinary action up to and including termination.

• **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 San Diego Unified School District SDUSD/SDUSD 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 Lisa Smith LSmith@innovationsacademy.org

• **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 upon request at the main office.

• **Student Records, including Records Challenges and Directory Information**

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

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

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If

the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

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

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

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

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

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

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

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

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

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the complete *Educational Records & Student Information Policy* is available upon request at the main office.

- **Resources for Parents**

Classes/Workshops/Presentations: The following are resources for parenting/discipline classes as well as Special Education workshops that we've found to be beneficial for all of our students:

Learning Development Services – Established in 1970 as an educational, psychological, and neuropsychological center for children, adolescents, families and adults. They offer a full range of diagnostic, educational, and clinical services. They offer many free lectures on Special Needs children, ADD, and other topics. <http://learningdevelopmentservices.com/>

Positive Discipline is for parents and teachers who are looking for skills that do not include punishment or rewards to encourage their children to think for themselves, feel capable, become more responsible, and have a greater respect for themselves and others. <https://www.positivediscipline.com/>

Assessments: Below is a list of information regarding outside assessments that we feel comfortable recommending to all students. The below assessments are free of charge.

Center for Behavioral Teratology - This SDSU Research Group gives a **free** cognitive screening to children ages 5 – 17 years of age. They can be reached at 6363 Alvarado Court, Suite 100/200, San Diego, CA 92120, or by phone at (619) 594-1228, or by email at cbt@projects.sdsu.edu.

Directory for Communication

This information may also be found on the IA website:

<u>Staff</u>	Role	Phone	Email
Christine Kuglen	Executive Director	858-271-1414 619-379-9275*	Christine@InnovationsAcademy.org
Devon Woodruff	Curriculum and Instruction	858-271-1414	Devon@innovationsacademy.org
For communication with any other school personnel			Contact the front office or send a message via ParentSquare