



Student & Family Handbook 2022-23

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Office Hours: 7:45 am- 4:00 pm

July 1, 2022

Dear Students, Parents and Staff:

Welcome to Growth Public School. Please take time to review the contents of this Student and Parent Handbook with your child. This guide provides information, procedures, and expectations that are important for all students and parents. **Please sign and return the Back-to-School Packet forms to your child's teacher within five days of receipt of this handbook.**

Feel free to call us at 916-394-5007, email us at info@growthps.org, or schedule a time to come in and visit if you have any questions or would like further clarification about our program, our school, and/or our activities. Thank you for your support and for being part of the GPS family!

Respectfully,

Audria Johnson
Executive Director

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OVERVIEW

Our Mission

Our mission is to be a diverse connected learner driven community that prepares students- emotionally, socially, academically- to blaze their own paths in a changing world.

Our Vision

We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.

Our Values

Our values are summarized in the following acronym, HEROIC.



High Expectations

Believing that everyone can meet high standard of achievement; making no excuses



Empathy

Stepping into another person's shoes; making amends



Relationships

Understanding ourselves through our connections with others



Optimism

Taking something that seems bad and choosing to see it as an opportunity



Integrity

Honesty; doing the right thing when no one is looking



Community

Encouraging, supporting, and listening to others; thinking of others before yourself

Our Core Beliefs



Diverse Community

Our staff, students, and families are as diverse and vibrant as the Greater Sacramento area we serve.



Restorative Practices

We work to restore the relationships rather than punish behavior.



Social-Emotional Learning

We teach students to understand their emotions, build relationships, resolve conflict, and develop grit.



Project-Based Learning

We root lessons in real-world, hands-on examples rather than memorization.



Learner-Driven Education

We understand and embrace each student's differences and empower them to find joy in their own learning.

The GPS Team

GPS has a high-quality faculty collaborating to achieve our common mission and build the culture and community that defines our school.

Leadership and Administrative Staff		
Executive Director	Audria Johnson	ajohnson@growthps.org
Assistant Principal	Alyssa Palermini	apalermini@growthps.org
Director of Strategy and Partnerships	Somer Lowery	slowery@growthps.org
Curriculum and Instructional Specialist	Moriah Haworth	mhaworth@growthps.org
Special Education & Assessment Coordinator	Realyn McDaniel	rmcdaniel@growthps.org
Dean of Culture	Jeanette Rowe	jrowe@growthps.org
IT Coordinator and Safety Manager	Shawn Gubala	sg@growthps.org
Front Office Manager	Yosselin Ramirez	yramirez@growthps.org
Teachers and Support Staff		
Transitional Kindergarten	Katie Bicego	kbicego@growthps.org
Transitional Kindergarten Aide	[REDACTED]	[REDACTED]@growthps.org
Kindergarten	Jennifer Petersen	jpetersen@growthps.org
	Johnny Cazares	jcazares@growthps.org
First Grade	Paul Perkins	pperkins@growthps.org
	[REDACTED]	[REDACTED]@growthps.org
Second Grade	Yesenia Ortiz	yortiz@growthps.org
	[REDACTED]	[REDACTED]@growthps.org
Third Grade	Anthony Castillo	jcastillo@growthps.org
	[REDACTED]	[REDACTED]@growthps.org
Fourth Grade	Sable Pedro	spedro@growthps.org
	Brittany Erkeneff	berkeneff@growthps.org
Fifth/Sixth - ELA	Thaxton King	tking@growthps.org
Fifth/Sixth - Math	Shanti Jelinek	sjelenik@growthps.org
Fifth/Sixth - Social Studies and Science	Diana Lopez	dlopez@growthps.org
Special Education Teacher	Mildred Enriquez	menriquez@growthps.org
Intervention/ELD Teacher	Amanda Vang	amandavang@growthps.org
Intervention/ELD Instructional Assistant	David Mena	dmena@growthps.org
Art	Brittany Wright	bwright@growthps.org
Music	William Chan	wchan@growthps.org

School Hours

GPS school day hours are as follows:

- TK and Kindergarten- 8:30 am – 2:30 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 1:30 pm.
- Grades 1-6 8:30 am- 3:15 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 2:15 pm.
- The minimum day schedule for all grades is 8:30 am - 12:30 pm.

Students are expected to leave campus within 15 minutes of dismissal unless registered for the after-school program, another school program, school activity or for disciplinary reasons.

SCHOOL INFORMATION & PROCEDURES

Academic Model

GPS aims to implement a 21st century education model of learner-centered classrooms and support for students to follow their passions. Our model is designed to support students in the growth and progress in all areas of their development, not just in their academic growth. We believe in progress over absolute mastery in achievement- our goal is to see students show growth and improvement in their learning, rather than meet an arbitrary standard of mastery.

In order to accomplish this, the GPS academic model consists of social emotional learning, project-based learning, and foundational skills instruction. We believe that all of these are key components to a well-rounded, progress-focused learning experience for students. The curriculum is driven by clear content and performance standards for what students should know and be able to do by the end of each grade level, and all students work towards grade level proficiency at GPS. However, we know that the journey towards proficiency is different for all students, based on their individual needs, interests, and goals, and our program supports students on their individual journeys towards their goals.

Social-emotional learning is the foundation of our academic program at GPS. We believe that learning happens within the context of our relationships with one another. As such, we have a robust social emotional learning curriculum, Powered by Compass. The curriculum focuses on key disciplines, habits and mindsets that support one's overall human development. The Compass model is a key component of the learning program and environment at GPS.

Project-based learning is based on each grade level's social studies and science content, along with certain cognitive skills that support success in a 21st century model of education. Students will complete at least 3 projects throughout the year, with each project aligned to either the Next Generation Science Standards or California History and Social Science Standards, along with the applicable Common Core State Standards for ELA and math. In addition to standards competency, project based learning will provide students with opportunities to grow in their cognitive skills acquisition, including the skills of communication, collaboration, organization, agency, independence, initiative, creativity, and innovation.

Foundational skills instruction is focused on reading, math, and writing competency within a specific grade level, according to the California state-adopted standards for these content areas, as well as along the continuum of grade level standards, based on a student's individual learning needs. This allows for students to be provided

reading, math, and writing instruction at both their grade level and their individual, or “just right”, level of learning.

Another important component of the GPS academic model that students experience is self-direction. Self-direction is the process by which students actively use provided systems and tools to guide their personalized learning, with the necessary support of adults as needed. The level of self-direction expands as students progress through the grade levels at GPS, as well as according to each student’s own personal readiness with the skill. Through self-direction, students set and are aware of appropriate short-term goals. They can explain the purpose of a task that they are working on and how it contributes to their personal long-term goals. Students seek help when needed. If they have tried to answer a question or solve a problem on their own and are not experiencing success, then they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate. Finally, throughout the process of self-direction, students reflect on their progress and adjust their goals, plans, and learning strategies as needed, with necessary support from adults.

GPS uses this plethora of knowledge about students- social-emotional, project-based, foundational, and self-directed learning skills- to shape all classroom instruction, whether small-group work, whole group lessons, or one-to-one support for students. Using personalized student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they diagnose student skills and needs and work with students to establish personalized goals based on their individualized learning needs. This information is then used in order to target instruction appropriately and maximize achievement towards student goals.

EL Education (K-3rd grades)

EL Education is a top rated ELA curriculum that ties real world connections into the studies of reading and writing. Students have focus questions through each module, leading up to a final culminating project. In the lower grade levels, students also participate in a "Skills Block", which uses the Science of Reading to guide students to be proficient readers.

Summit Learning (4-8th grades)

Summit Learning is a digital platform from Summit Public Schools, a leading network of public schools in Washington and California. The platform houses a variety of projects in all core content areas that are both hands on and make real-world connections. Students using Summit Learning receive 1:1 mentoring at least once a week for 10-15 minutes, and are also engaged in self-direction time. These are crucial parts of the students day, where they receive feedback on the work they are doing, and also set goals for themselves to accomplish during their self-directed time.

Arrival and Dismissal from School

Arrival

Classes begin at 8:30 am every morning. Students may begin arriving at school and entering the building by 8am *if they wish to have breakfast at school*. There will be **no supervision before 8:00 am for students who are not having breakfast at school or are not enrolled in the Before Care program**. Before School Care is available from 6:30 am to 8:00 am for students enrolled in the program.

- **Students MAY NOT wait inside the building until it is time to go to their classroom at 8:15 am if they are not eating breakfast.**
- Please wait with your student in the front lobby if you arrive before classroom doors open at 8:15 am and he/she is not having school breakfast. Please do not have them wait alone and unsupervised in the cafeteria or in the hallways outside of the classrooms.
- Students may not enter the building before 8AM if they are not registered with the before school care program.

All students should be in their classrooms and ready to begin learning by 8:30 am.

Students that arrive between 8:30 am and 9:00am need to check-in at the front desk before proceeding to class and will be marked as “tardy.” Students arriving 30 minutes after the start of class at least three times during the school year are considered “truant” and will be referred to the Student Attendance Review Board (SARB).

Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lot, etc. Please do not allow children to cross the street or parking lot alone or between cars. **Please follow the drop-off and pick-up map for instructions on all arrival and dismissal procedures located in the Appendix.**

Dismissal

TK and K Students

- Every day of the week except for Wednesdays: 2:30 pm
- Every Wednesday: 1:30 pm

1st-6th Grade Students

- Every day of the week except for Wednesdays: 3:15 pm
- Every Wednesday: 2:15 pm

Each family will be assigned a dismissal number at the beginning of the year and provided with a placard with the number for your car. If you are using the Driveline for dismissal, please have the placard in the window of your car for ease of viewing for staff who are entering the numbers.

Students must be picked up promptly within 15 minutes of dismissal. All students, unless enrolled in EDMO, must be picked up by an adult authorized by the parent to pick up the child. Students will be dismissed from their homeroom classroom, where they will be called via their dismissal number. If the child is walking home without the direct supervision of an adult, the school must be authorized by the parent to release the child to go home in this way.

Please pick-up your child on time everyday, or be sure to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related events, or another emergency. If the designated person picking up your student is not listed as an emergency contact, please call the front desk at 916-394-5007. Please remind the designated person to have the dismissal placard for Driveline, or know the student's dismissal number. Any student that is not picked up within 15 minutes of dismissal is considered a late pick-up, and will sign in to the After-School program. Families may be subject to billing for the student’s attendance in the program.

Appointments

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon.** If you will pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose instructional time and it disrupts the class. **Unexcused early pick-ups of thirty (30) minutes or more will be considered in determining whether the child is truant.** For more information about the GPS Attendance Policy, please see the complete policy located at the end of this Handbook under the heading “Appendices.”

Beginning of the Year

The first day of school can often be stressful for both students and families. Our teachers are accustomed to working with students and will settle and comfort your child if he or she is nervous about starting school. We value the needs of each child, and at the same time we want to encourage their independence. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment, but please also recognize that the best thing for your child is for you to allow the classroom teacher and other students to participate in the bonding process. For this reason, we ask that families refrain from visiting and volunteering in the classroom for the first four (4) weeks of school, which we call the “bonding period.” **Only with the Principal’s approval will Transitional Kindergarten (TK) or Kindergarten parents or guardians be allowed to stay at school during this bonding period.**

One of our core beliefs is that students should be well known. We will spend the first weeks getting to know students and helping them get to know one another. Students are assigned to groups for Homeroom and Circle/Mentor Groups. These assignments remain tentative until enrollment stabilizes, a process that often takes many weeks. The school will not consider specific requests for placements due to class size constraints and the need to balance classes.

Birthdays

A child’s birthday is an important celebration. If you would like to send a birthday treat for your child’s class, please make arrangements with her/his teacher prior to the date. Treats containing peanut or nut byproducts or excessive sugar should not be shared in the classroom. Please check with your teacher prior to purchasing snacks for the classroom. Children will be provided the treat during a non-instructional time of the day (recess, lunch, dismissal). Balloons, presents etc. should not be brought to school. Please refrain from distributing birthday or party invitations at school unless the entire class is invited so that no child feels left out.

Breakfast & Lunch Program

GPS participates in the National School Lunch Program and School Breakfast Program to offer nutritious meals every school day. For the purposes of our food program, GPS is a “school of the district” and all meals are provided by the Sacramento City Unified School District (“SCUSD”).

In order to meet state funding requirements, GPS must collect a completed **Income Eligibility Form** from every family by October 1st of every school year. The income provided on the form will not affect eligibility for the food program. Please complete a form and send it to school with your student. Forms are available at www.growthps.org or the school office and can be turned in at the front desk or to classroom teachers.

Your child may also choose to bring his/her own lunch from home. We ask that if you choose this option that you send your child to school each day with a **nutritious lunch**. Students will not be allowed to trade or share food.

Cafeteria

Due to state and federal regulations, under no circumstances may students take cafeteria food or drinks from the cafeteria to the playground. Cafeteria food may only be served to enrolled GPS students and school employees. Parents may not request food for themselves. As a health and safety precaution, we ask that students do not share food. Students may bring their lunches if they choose, but canned sodas, energy drinks, coffee and/or excessive sweets are strictly prohibited. GPS staff encourage healthy nutrition habits at our school.

Circle and Compass

Social-emotional learning is the foundation of our academic program at GPS. We believe that learning happens within the context of our relationships with one another. As such, we have a robust social emotional learning curriculum, Powered by Compass. The curriculum focuses on key disciplines, habits and mindsets that support one's overall human development. The Compass model is a key component of the learning program and environment at GPS. Each week, all students participate in Circle, which is a culmination of the week's social-emotional learning activities.

Classroom Visits

Parents and guardians are encouraged to visit the school. All school visitors, including family members, must sign in at the GPS office and wear a badge.

We ask that when you visit the school, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreed upon time to discuss the matter.** Please see the appendix at the end of this Handbook for GPS' complete Visitor and Volunteer Policy.

Closed Campus

To ensure student safety and supervision, Growth Public is a closed campus. Once a student arrives on the school grounds, she/he must remain on campus until the end of the school day unless she/he leaves with a parent/guardian or authorized designee. If a student leaves school grounds without this permission, the student is considered truant and is subject to disciplinary action. **{Education Code 44808.5}** Student and under-age volunteers are strictly prohibited from leaving campus. If a student/underage volunteer violates the closed campus rule, he/she may lose their volunteer privilege with GPS.

Communication

General

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. GPS believes it is important that families can easily contact our teachers and staff, and that we regularly inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and School.

GPS believes communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within forty-eight (48) hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

How Our School Will Communicate to Families

We want to ensure families have multiple touch points to stay informed about their child and our School and to feel connected to our community. To communicate to families both about their child and our School, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on....	Who Receives Information
Monthly School Newsletter “The Sprout” Weekly School Email Update	<ul style="list-style-type: none"> ● School events & activities ● Updates on student schedule and school experience ● School, student, faculty, and parent news and celebrations ● Student, faculty, and parent spotlights ● Parent volunteering & donations ● Parent resources 	All parent and guardian email addresses are automatically subscribed to the school newsletter. If a parent or guardian does not receive either, please contact info@growthps.org to update the email address. To unsubscribe, please click on the “Unsubscribe” link at the bottom of the email.
School website www.growthps.org	<ul style="list-style-type: none"> ● Our faculty ● School calendar ● Parent volunteering & donations ● Parent resources 	Accessible to the public.

In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

Conflict Resolution and Complaint Procedures

Informal and Formal Community Complaint Resolution Procedures

It is the intent of GPS to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills. GPS has the following resolution/complaint procedures as outlined below:

- Informal Conflict Resolution
- Formal Complaint and Resolution Procedures
- Uniform Complaint Procedures
- Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy

A. Informal: Conflict Resolution

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint, the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however,

a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level. In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self-reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc.)
3. Make a request to talk
4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

B. Formal Complaint and Resolution Procedures

Most complaints can be resolved through the Informal Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School has a formal complaint and resolution process that can be triggered when a Parent/Guardian or community member files a written complaint. Please see GPS’ complete policy on our website www.growthps.org, or by contacting the front office.

C. Uniform Complaint Procedure

GPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

GPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (“UCP”) adopted by our Board. Unlawful discrimination, harassment, intimidation, or

bullying complaints may be based on actual or perceived age, ancestry, color, immigration status, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

A copy of GPS' UCP policy and complaint procedures is available on our website www.growthps.org, or by contacting the front office.

D. Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy

Please see GPS' complete policy on our website www.growthps.org, or by contacting the front office.

Culture for Learning

Our school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. We strive to foster a supportive, academic, behavioral and physical school environment for our students and entire school community that reflects our mission, vision, HEROIC values, and core beliefs. Please help us maintain this climate by reporting any behavior that disrupts our school climate. Our Social-Emotional learning program, coupled with our focus on restorative practices, play a vital role in maintaining a positive school climate and culture. These structures provide students with tools they can use when they find themselves in difficult situations or when school rules/agreements are not followed, and help establish and create an inclusive community to problem solve and restore damaged relationships.

Destruction of School Property

Whenever school property, equipment, or learning materials are damaged, destroyed, or defaced and there is evidence of gross carelessness, violation of school rules, or damage is intentional, the student will be held responsible for the damage through an appropriate consequence. The parent/guardian may be held responsible for monetary damages due to loss of materials, property or fees incurred by their child's actions.

Parents/guardians will be contacted immediately regarding the extent of the damage. Where damage occurs and evidence shows that it was done accidentally and unintentionally, no attempt shall be made to collect for the damage. Whenever possible, students will be expected to repair or otherwise correct any damage that is not considered permanent such as carving on furniture, writing on walls, etc.

Dress Code

GPS is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning, or be dangerous. Students should come to School prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the School environment and culture.

Specifically, students' clothing, school supplies, or accessories cannot signify any distraction from learning. Clothing or dress, school supplies, or accessories may not in any way depict any of the following:

- Violence in any form
- Guns or knives
- Nudity
- Drugs, or drug use or paraphernalia, including marijuana leaves
- Cigarettes, vaporizers, or tobacco
- Alcohol

- Any reference to gangs
- Lewd/vulgar content, lewd gestures, or services illegal to minors

Clothing shall sufficiently conceal undergarments at all times. The following items are prohibited:

- See-through or fishnet fabrics
- Halter tops
- Off the shoulder or low cut tops
- Spaghetti straps
- Short/crop tops
- Muscle shirts
- Bare midriff
- Skirts or shorts shorter than mid-thigh
- Pants with rips or holes

GPS reserves the right to determine whether a student's attire meets our dress philosophy, and if the School deems attire to be inappropriate, the following actions may be taken:

- Accessories or school supplies which violate these norms may be confiscated by staff.
- The student's teacher, Mentor, or another staff member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing.
- If students do not have a secondary article of clothing, one may be provided from GPS's collection or parents/guardians will be contacted to bring a change of clothes.
- If additional interventions are needed, GPS will follow the "Graduated Discipline Plan."

As with any GPS student concern, we will reach out to and work with families to resolve the situation.

Electronic Devices

Students' are not allowed to use personal electronic devices, including but not limited to cellular/digital telephones, iPods, iPads, cameras, and laptop computers, during school day or at school wide functions. If a student is in the possession of such devices, these electronic devices should remain off and put away in a student's backpack during the entire time the student is on campus. If a student uses an electronic device while on campus, without authorization from a GPS staff member, the device will be removed from his/her possession and the student's parent/guardian will need to personally pick up the confiscated electronic device at a designated time.

Emergency Cards

Each year, parents are required to complete an emergency card for each of their children enrolled at GPS. These emergency cards are sent home during the first week of school and must be returned immediately. Parents/Guardians are also required to inform the office of any changes to their child's emergency card, especially those related to phone numbers and emergency contact changes.

In case of an emergency, your child will only be released into the custody of an adult who you have previously identified on the emergency card. Proof of identification will be required. Therefore, please ensure that these emergency cards are up to date and inclusive of all preferred adults. Emergency contacts and pick-ups can be updated on your student's profile by visiting www.growthps.org and logging into Powerschool. If you need assistance with portal updates, please stop by the front desk for assistance.

Those adults NOT identified on the emergency card can only pick up a child if the parent or guardian provided GPS with a signed note to the main office or email to attendance@growthps.org which includes: (1) the name/relation of the preferred adult and (2) contact phone number for the adult. Proof of identification will be required. GPS reserves the right to call the parents or guardian of the child to confirm any adult who comes to pick up their child.

Emergency Procedures

Students and staff practice emergency procedures such as fire drills and classroom evacuations at least once every month during the school year and are familiar with how to respond in an emergency situation. Information on possible school closures due to inclement weather or other situations, or other emergency situations, families will be informed via email and text from our SchoolMessenger platform.

In the event of an emergency, if a student's parent cannot be contacted and/or the parent is unable to pick up her/his child, the school will maintain responsibility for the child until the parent or an authorized individual arrives. The safety of individual students is our highest priority. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

If evacuation of the school is necessary, students will be transported to a predetermined location where their parent or another designated adult can pick them up. Information on this location will be posted near the school.

Explorations

Explorations are immersive experiences that allow students to take a break from their core classes and take part in enrichment opportunities provided by values-aligned community partners. Explorations offerings evolve each year based on student interest. Explorations courses take place at the school site. Explorations classes are led by GPS Specials teachers, and staff from our organizations, such as Crocker Art Museum, Camp Edmo, Playwell, Kids Unplugged, and Sacramento Theater Company.

We believe students should be exposed to many different enrichment activities to help them ultimately find their calling. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity about their future college and career choices. Students who have had these Explorations experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.

Tentative Explorations dates for the 22-23 school year are: September 19-23, 2022; November 28-December 2, 2022; January 23-27, 2023; and March 20-24, 2023.

Graduated Behavior Intervention Plan

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the GPS community to build and keep peace in classrooms, during unstructured times and in all conversations. Each team member works together to support each other in this community development. Our School works every day to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

GPS' graduated behavior intervention plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of meeting high expectations.

When students take action that violates expectations articulated above, the faculty responds using the graduated behavior intervention plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

Restorative Discipline Practices

GPS uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. GPS has specific policies in place for actions such as Title IX, Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying) Policy. This policy, along with procedures for Suspension and Expulsion, are found on our website www.growthps.org, or in the school office.

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> ● A student causes a minor disruption to the learning environment. ● The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none"> ● A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. ● The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	<ul style="list-style-type: none"> ● A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. ● The teacher reaches out to an administrator for support to reestablish the safety and focus of the class. ● The teacher reflects with the student and plans next steps, including communication with families.

Level 4	Referral	<ul style="list-style-type: none"> ● A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. ● The teacher refers the student to an administrator and reestablishes the safety and focus of the class. ● The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.
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Health and Safety

Accidents & Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under his/her observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.
3. Any action taken by staff is recorded on the daily health log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries).
3. No child is sent home until a parent is contacted and agreement is reached as to appropriate actions.
4. Any action taken by staff is recorded on the daily health log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

Comprehensive School Safety Plan

The comprehensive school safety plan must be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. GPS’ complete Comprehensive School Safety Plan can be found at the Front Desk.

GPS shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

Illness

If your child becomes ill, please call and inform the office. For your own child’s protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school. When students come to school they should feel well enough to participate in their classroom program. For health and safety purposes, please do not send your child if he/she has any of the following symptoms:

- **Fever** (98.6 or higher) Your child must be free of fever for twenty-four (24) hours before returning to school. (Normal body temperature is 98.6)

- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please note that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **Contraction of a childhood disease such as chickenpox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

All 1st grade students must submit:

A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different than the shot record that was required for Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within eighteen (18) months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels. GPS will:

- Conduct vision screening on all students upon school entry and every third year thereafter through grade eight (8).
- Conduct hearing screening in kindergarten/first grade and in second, fifth, eighth, and upon first school entry.
- Provide for scoliosis screening of every female student in grade seven (7) and every male student in grade eight (8).

Health Services

The school will verify that students have complied with legal requirements for health examinations and immunizations before enrolling a student in school. If the student is missing any required immunizations, the student will not be permitted to attend school until complying with the state requirements.

Immunizations

This policy applies to all applicants to the School and School administrators in charge of admissions.

The School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Hepatitis B.
- Haemophilus Influenza Type B.
- Measles.
- Mumps.
- Pertussis (whooping cough), GPS shall not unconditionally admit or advance any student to the 7th grade level unless the student has been fully immunized against pertussis, including all pertussis boosters appropriate for the student's age.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Varicella (chickenpox).

The School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file stating beliefs opposed to immunization, and who provided said letter or affidavit to the School, shall be allowed to enroll at the School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code § 120335 (g);
 - "Grade span" means each of the following:
 - Birth to preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.
- Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil 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 office if you have questions about this requirement.

Homework

At GPS, we believe that homework can be an opportunity for students to practice skills they have been taught during school, but this practice does not have to take on the traditional format, such as a packet to be completed throughout the week. Instead, we view homework, or home practice, as another opportunity for the student to be in control of his/her learning. The student should make the choice (with support from the team of adults working with the child) what activities to practice at home, whether that be reading or working on a computer math game. We do not think (and the research supports this), that long hours of rote homework that disrupts the child's family time and their development is appropriate. We do believe, however, that learning should never end. Thus, there will be homework assigned but it should be in line with the child's individual goals, be meaningful and improve the child's learning journey.

Homework in the early years is set according to the age and ability of the student. Teachers may assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility and self-direction in children
- Provide opportunities for extra practice of skills

The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. At GPS, homework assignments are meaningful and developmentally appropriate. Parents are responsible for monitoring and assisting with homework assignments of their child when homework is assigned. These expectations are designed to set our students up for success.

When homework is assigned, each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do his or her homework for him/her**. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep him/her from attempting to do their homework once at home. Contact your child's teacher with questions about homework or if your child is experiencing any difficulties with the homework assignments.

Inclement Weather/ Air Quality Procedures

The school believes in providing a safe and appropriate environment for all students and staff. In keeping with this belief, GPS has developed guidelines to comply with the Sacramento Metropolitan Air Quality Management District (SMAQMD) regulations regarding hazardous ozone episodes and temperature alerts.

Appropriate actions will be taken when the temperature exceeds 95 degrees Fahrenheit and the ozone exceeds 100 PSI for that day, or during extreme wind or rain. When a temperature alert episode is received from SMAQMD, all vigorous outdoor physical activities will be curtailed in the afternoon hours. Students and staff will be notified about the temperature alert and ozone episodes so steps can be taken to ensure their safety.

Independent Study

GPS will provide Independent Study for students who may be absent for an extended period of time. Independent Study requires approval from the Principal in writing. Independent Study is conducted solely for the educational benefit of the students attending the School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give advance notice when possible of a request for Independent Study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Principal approval, a certificated staff member/teacher will work with the parent to implement an Independent Study program in an expedited manner with less than one (1) school day notice.

The full Independent Study policy can be found on our website www.growthps.org, or by contacting the school office.

Individualized Support/ Education Plans

An individualized education program with accommodations or modifications may be developed for students who are unable to achieve grade level standards in one or more content areas on a case-by-case basis. The decision to provide accommodations and/or modify a program for a student will only be made during a formal Student Success Team meeting, an Individual Educational Plan, or a 504 plan by a team that includes the

teacher, parent, administrator and other staff. At this meeting, the individualized program will be defined to include individual goals and a means of monitoring student progress toward these goals.

Student Success Team (SST) The Student Success Team (SST) is a school-site team, which includes parents, whose purpose is to identify effective strategies to meet the needs of individual students who are not meeting standards for academic achievement, behavior, attendance, or who have medical or other concerns. The SST reviews the student's academic, behavioral and social emotional strengths and areas of concern, plans strategies, organizes resources and develops a plan of action to address student needs and concerns. The SST may suggest accommodations and/or modifications to the student's program, request intervention support from specialized staff and/or refer the student for a special education assessment. An SST may be requested by the parent, teacher, administrators, or the Intervention Progress Team when a student has not responded to previous interventions.

Section 504 Students are eligible for Section 504 services if they are found to have or have a history of a physical or mental impairment, disorder or condition that substantially limits one or more major life activities (walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for one's self, and/or performing manual tasks). When a 504 referral is made, parents will receive notification of rights and will be asked for consent to collect data. Following the data collection a 504 meeting will be scheduled to review the findings and determine eligibility. The goal of 504 plans is for students to be educated in regular classrooms along with the services, accommodations, or educational aids they might need. In order to qualify as educationally disabled under Section 504, a student must have a substantial limitation in learning or major life activity. If the student is achieving at or above grade level, although the student has a disability, there may not be a substantial limitation in learning or major life activity, and, therefore, may not qualify for Section 504 disability for educational purposes.

Special Education Growth Public School strives to provide an educational program to meet the needs of all school-aged children. The school provides special education services described in Education Code (56000-56001). A student shall be referred for special educational instruction only after the resources of the regular education program have been considered and/or modified. If a student is referred to special education, parents will receive a notification of rights and an explanation of proposed assessments. Following assessments, a report of findings will be written and an Individualized Educational Plan (IEP) team will meet with the parent to develop program goals for that student if he/she qualifies for special education services. This plan and the student's progress will be reviewed with the parent/guardian at least annually

Intervention Support If students are achieving below grade level, then he or she will receive intervention support. GPS academic interventions are focused on: identifying gaps in student's learning, setting high, standards-based goals for learning, and relentlessly working to help a student reach their goals. However, while a student is receiving intervention instruction, his or her grades will be based on the student's performance on grade level standards.

Lost and Found

Any items found at the school site should be taken to the lost and found in the main office. Please check with the front desk to find the location of lost and found. The lost and found will be cleaned out regularly. Items not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child's name. The School is not responsible or liable for any lost or stolen items.

Make-Up Work

All missed work must be completed regardless of the cause. All work needing completion or correction must be fixed. Work can increase. It is the student's responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete missing work due to absences will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. If a student has excessive missed assignments, he/she may remain at school (at the teacher's discretion) until all work is completed.

Medications

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements.

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

Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. GPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. GPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

GPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel in administering medication other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Messages and Deliveries

Students are responsible for bringing all necessary materials with them to school, so please have students remember to bring their lunches, school items, and homework to school each day. To preserve instructional time, ***The office will only deliver a message to a student in cases of a true emergency.*** Plans for after school pickup arrangements should be made in advance as students will not be allowed to use the school phone unless it is an emergency. During instructional time, messages will be taken for any phone calls for teachers; they will return the phone call at their earliest convenience.

Open Enrollment

Growth Public School hosts an annual Open Enrollment period from January to March for all interested families. Interested parent/guardians are encouraged to sign up for an enrollment information session and turn in an interest form application. GPS parents interested in enrolling the sibling of a current student must also follow the Open Enrollment procedures. Siblings will not be automatically added to the enrollment lottery. All qualifying applications will be entered into the annual public lottery held in April. Applications will not be accepted after the Open Enrollment period.

Parent Involvement/ Parent Rights

GPS strives to work closely with parents and families as partners in helping our students achieve their educational goals, as well as to enhance the success of our school. We aim to create a community in which families are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our School. GPS provides opportunities for parents to learn about our School, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the School community, strengthen relationships among families and faculty, and help improve our School.

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be

successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

As a member of a small, diverse school, GPS families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and social emotional learning. These events will also serve to foster building relationships among families and faculty. Our School hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

Parking Areas

Parents, volunteers and visitors are asked to follow the GPS staff guidance in parking lot procedures and park only in the front parking area. The side parking lot is reserved for staff only. Students are not to be dropped off in this area. There is one main entrance to the parking lot in the center area. All cars should enter through that entrance and find a parking space or enter the coned drop-off zone. In the drop-off zone, parents must pull forward to the front of the lane and drop off students that are ready to exit the vehicle. If a student is not prepared at that moment, parent/guardians must exit and re-enter the parking lot until the student is prepared to exit the vehicle. Students must use the designated crosswalk area and cross the zone accompanied by a GPS staff member.

Personal Belongings

Personal property not related to the school's programs should not be brought to school. The items included in the list below will be **confiscated** and returned to the child's parent at the end of the school day or another appropriate time if they are brought to school. An item may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

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

Gum Soda Weapons and toy weapons Gameboys or any other electronic toys Money/ cash Beepers Cellular phones*** Portable game systems	Candy Any illegal substance Stuffed animals or dolls Radio, I-Pods or MP3 Players, etc. Jewelry (earrings- studs and small hoops for girls and small studs for boys; necklaces can be worn inside the shirt) Cameras
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***We understand that students may need to bring cell phones to school at the **written** request of parents/families. Phones must be shut off at all times while on campus and stored in their backpack. If a cell phone is visible or in use it will be taken away and the student will receive a consequence in accordance with GPS's graduated discipline policy.

Progress Reporting and Report Cards

Teachers provide students and parents/guardians with on-going, informal feedback about student performance throughout the year. This feedback may include the sharing of progress reports, graded assessments, classwork,

and/or homework with parents/guardians periodically. Teachers contact parents/guardians if they see a decline in any performance or content area, if students are performing below their potential, or if there is a skill or area that needs extra practice at school and/or home.

The school year is divided into three grading periods, or terms. The terms are long enough (approximately 12 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each term, students will receive a report card that shows their performance during the term in each of the core components of the GPS academic model: project-based learning, foundational skills, and SEL growth and development. Teachers use regular assessments to measure how well students are progressing in each of these areas, and share the grading standards for their class and/or subject area at the beginning of the year.

Grading

Student performance will be based on three (3) areas of development: Leadership, Academics, and Attendance.

Leadership

Student performance in the area of leadership will be measured in the following 2 categories:

- *Character*: effort and determination to live out the school’s HEROIC values
- *Compass*: Engaged participation in Circle and completion of all assigned Compass work.

Academics

Student performance on in the area of academics will be measured in the following 3 categories:

- Project-based Learning
- English Language Arts
- Mathematics

Standards and skills progress and mastery in each of these categories will be assessed through multiple measures, including but not limited to criterion-referenced tests, portfolios, and rubrics. All student work will be assessed on a grading scale of 1- 4:

Performance Level	Grade Points	Percentage Range	Description
Exceeds Grade Level	4	90- 100%	Overall mastery of the knowledge, skills, and standards that have been taught; student demonstrates ability to complete and at times go beyond the essential requirements of assignments to produce complete, creative, and thorough work.
Meets Grade Level	3	80- 89%	Solid mastery of the knowledge, skills, and standards that have been taught, with minimal areas that need improvement.
Approaching Grade Level	2	70- 79%	Mastery of most of the knowledge, skills, and standards that have been taught, but with several areas that need

			improvement.
Below Grade Level	1	Below 70%	Minimal mastery of the knowledge, skills, and standards that have been taught. Student work shows major skill deficits that require additional instructional resources and student effort.

Attendance

Student performance in the area of attendance will be measured in the following 3 categories:

- **Presence:** Daily attendance in class
- **Punctuality:** Coming to school on time and staying until the end of the school day
- **Participation:** Active participation in the classroom

GPS “Heroic Scholar” Program

The GPS HEROIC Scholar program is designed to acknowledge student achievement in the areas of leadership, academics, and attendance. HEROIC Scholars will be identified each school term. Students will be publicly recognized for their accomplishment, either by schoolwide assembly recognition and/or recognition in the school and classroom newsletters.

Categories: Students can earn up to a score of 4 for each Leadership, Academics, and Attendance category below:

- *Character:* Effort and determination to live out the Growth HEROIC values
- *Compass:* Engaged participation in Circle and completion of all assigned Compass work.
- *Project Based Learning*
- *English Language Arts*
- *Mathematics*
- *Presence:* Daily attendance in class
- *Punctuality:* Coming to school on time and staying until the end of the school day
- *Participation:* Active participation in the classroom

Qualification: Scores are calculated based on the average of a student’s achievement within the category on the term’s report card (where applicable). A score of 3 or 4 earns a point toward HEROIC Scholar status. There are eight (8) HEROIC Scholar points available each term, one per category. To earn “HEROIC Scholar” status, students must earn a total of 7/8 or 8/8 points for the term. Students are not eligible to earn “HEROIC Scholar” status if either of the leadership points are not earned. In addition, any student that has had an in-school or out of school suspension is ineligible for HEROIC Scholar Status. See the table below:

Score	Leadership & Academics	Attendance	HEROIC Scholar Point Earned?
4	4	No (0) tardies or unexcused absences	YES

3	3.00- 3.99	Three (3) or less tardies or unexcused absences	NO
2	2.00- 2.99	No more than eight (8) tardies or absences	
1	1.00- 1.99	Nine (9) or more tardies or absences	

Promotion/ Retention

The Principal and Teacher will make the final decision regarding promotion and solely reserve the right to request that a student repeat a grade level for lack of academic progress, organization, and/or maturity. Students receiving scores of “Below Grade Level” on a report card may be eligible for retention. In addition, students with repeated behavior referrals or low scores on citizenship or character may be considered for retention.

Students’ progress is determined from grade to grade by meeting the state’s standards for promotion. If a student is at risk of retention due to academic achievement, the parent or guardian will be notified early in the school year and school staff will meet with the parent to develop and implement an intervention plan to help the student meet the standards for promotion. It is the school’s intent to identify struggling students early in the school year so that interventions can be provided. Intervention opportunities will be provided for students who are at risk of retention. The school has a clear process and schedule for informing parents about their child’s progress toward meeting promotion criteria. The intervention process includes written notices and multiple meetings between the parents and teacher(s). It is the school’s intent to work collaboratively with parents/guardians to help a student gain the skills needed for promotion to the next grade level. Ultimately, state law (Education Code 48070.5) identifies that school professionals have the authority to retain a child except in some cases in Kindergarten.

Sexual Harassment Policy

Sexual harassment of or by any student or staff member at Growth Public Schools will not be tolerated. The GPS Governing Board considers sexual harassment to be a major offense that may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction. Sexual harassment could include, but is not limited to: sexual flirtations; touching, advances, or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about dress or body; sexually degrading words; and/or the display of sexually suggestive or offensive pictures. All complaints will be investigated promptly, objectively, and as confidentially as possible. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe. This policy is available on our website www.growthps.org, or by contacting the school office.

Harassment of Any Type

GPS will not tolerate any harassment and/or bullying of any type. GPS is considered a Zero Tolerance campus. Harassment or bullying is defined as follows:

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status;

parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students must conduct themselves in a respectful manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, GPS has developed the Social Media policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

Student Records

Parents and eligible students have the right to review and amend a student's education records under the Family Educational Rights and Privacy Act ("FERPA"). For more information about the GPS Educational Records and Student Information Policy, please see the complete policy located on our website www.growthps.org, or by contacting the school office.

Suspected Abuse

All school personnel are "mandated reporters" of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately "whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor.

Suspension and Expulsion

GPS is committed to creating a safe, supportive and inclusive school environment using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. GPS draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, GPS will follow a comprehensive set of suspension and expulsion policies which can be found on our website www.growthps.org, or by contacting the school office.

Technology

Technology at GPS is a key tool for learning. Students use technology in the form of a school-issued tablet or Chromebook, school wireless network, and school printers.

Device Use

Students are issued a tablet or Chromebook that they use for the whole year. Tablets are used in class. We expect students to follow the expectations included in the GPS Technology Policy at all times. These include the ways in which the tablet is carried, used, and maintained.

Norms	<ul style="list-style-type: none">● Students use technology and the internet only to support learning during class.
	<ul style="list-style-type: none">● Students are responsible for their technology.<ul style="list-style-type: none">○ Broken technology will result in logical consequences, which may include paying replacement costs.
	<ul style="list-style-type: none">● Students help each other with technology.
	<ul style="list-style-type: none">● Students exhibit respect while using technology.
Personal Electronics Policy	<ul style="list-style-type: none">● No personal electronics are allowed at School.<ul style="list-style-type: none">○ Home electronics may not be connected to any GPS network.
	<ul style="list-style-type: none">● GPS will not be liable for any damage, loss, or theft of personal electronics.

Internet and Email Use

Internet access (including email use) is a privilege and all students should be aware that GPS may revoke Internet access for any reason at any time. If a student's access is revoked, GPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the graduated discipline plan. GPS requires that students promptly disclose to their Mentor or other School employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. GPS has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful, and children gain access to inappropriate and/or harmful material, GPS will not be liable. Neither GPS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by GPS. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the School's teachers and administrators. This complete policy can be found on our website www.growthps.org or in the school office. All families must review this policy, and students must review and sign the signature page.

Telephone Communication & Use

Our automated communication system allows school personnel to send phone messages, text messages, and e-mails out to all families almost instantaneously. All parent/guardians must ensure that their contact information is up-to-date in the school office in order to receive messages.

When a student is not able to use their classroom telephone, the student may use the office phone for emergency use only. The office staff will make all necessary calls home when a child is ill. All after school arrangements should be made prior to arriving at school.

Tobacco and Drug Free Zone

The GPS Governing Board believes that the use of alcohol, tobacco or other drugs, including medical marijuana, adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, our school is a tobacco, alcohol and drug free site. The use of any tobacco, alcohol or drug products, including medical marijuana, is prohibited within school property, facility, or vehicle. This prohibition also applies to all individuals attending events on school campus or representing the school at school-sponsored activities that are held at locations other than GPS.

Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it is important for every member of our community to be informed about our School and their student(s). If a family's primary language is not English, a parent can request an interpreter for any school meetings or events. Either the parent or student can make this request to info@growthps.org at least seventy-two (72) hours prior to a meeting.

Visiting Campus

All visitors (including parents and volunteers) must check in with the office and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking him/her off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the front office. **Parents/Guardians may not go directly to the classroom or onto the playground without checking in to the office.** Parents may not bring visitors (such as friends/relatives) to School or have them visit the campus without prior, special permission granted by the School administration. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading "Appendices."

Volunteers

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and GPS believes that all families and communities have something great to offer. We encourage their participation in supporting the School and strengthening the community. There are a variety of opportunities for parents to volunteer at the School or from home. We appreciate any contributions parents can make to our School. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the School.

For parents interested in volunteering with the School, please reach out to the Office Manager or Principal by calling 916-394-5007. We will attempt to match the needs of the School with the skills, talent, experience, and time of our parents. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading "Appendices."

Website

Our school website is www.growthps.org and is regularly maintained with updated information regarding school events, news, Governing Board information, forms and volunteer opportunities.

APPENDIX 1 | School Calendar

Growth Public School 2022-23 School Calendar

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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August 2022						
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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28	29	30	31			

June 2023						
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<p>First Day of School- August 16th Semester 1- Aug 16- Jan 12 (86 Days) Semester 2- Jan 17- June 9 (90 Days) Last Day of School- June 9th 175 Total School Days</p>	<p>Wednesday Early Release Days TK and Kindergarten Dismissal @1:30pm 1st- 6th Grade Dismissal @ 2:15 pm Teacher PD Days (No Students)</p>	<p>Holidays- No School July 4- Independence Day Sept 3- Labor Day Oct 10- Indigenous People's Day Nov 11- Veterans' Day Nov 21-25- Thanksgiving Break Dec 19- Jan 3 Winter Break</p>	<p>Jan 16- Dr. MLK Jr. Day Feb 20- Presidents' Day Feb 21- 24- February Break Apr 3- 7- Spring Break May 29- Memorial Day June 19- Juneteenth</p>
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APPENDIX 2 | Visitor and Volunteer Policy

Growth Public Schools (“GPS” or “School”) welcomes visitors and volunteers to our schools. We are also committed to the security of our sites. Visitors include any person who is not a GPS student, GPS employee, or registered volunteer.* This includes families, non-registered volunteers, community members, vendors and service providers, and other partners.

Visitation

To help ensure the wellbeing of our students and staff, visitors must comply with the following requirements and procedures:

- Immediately upon entering any school building or grounds during regular school hours, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identification, e.g., driver’s license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for the full school year.
- 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. GPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by GPS, consistent with the law. The GPS Board and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
- An office staff member will provide identification, e.g., a visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning. Visitors will enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.
- At time of departure, visitors will sign out on the log at the front desk.
- Any individual who disrupts the school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.
- The Principal, 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.
- The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt GPS’ orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person’s presence will not constitute a disruption or substantial and material threat to GPS’ orderly operation. Consent can be withdrawn for up to fourteen (14) days.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to

leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

Volunteering

Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, GPS has established the following procedures, to facilitate volunteering during regular school days.

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

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with GPS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the GPS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the front desk as indicated above.
7. This Policy does not authorize GPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Penalties

- Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a

crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

- Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
- Disruptive conduct may lead to GPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

** Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.*

APPENDIX 3 | Attendance Policy

Family Expectations

Every student's parent/ guardian is responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

To ensure the wellbeing of all our students, Growth Public Schools ("GPS" or "School") has a closed campus. Once students arrive they are expected to stay on school grounds until the end of the regularly scheduled school day. Students will only be excused during the day before dismissal if a parent or guardian picks them up from school directly or gives written permission for someone else to pick them up. Whoever picks up the students is expected to check in at the front desk and sign the student out. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out.

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 Board policy.

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

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.
5. Attendance at the pupil's naturalization ceremony to become a United States citizen.

Method of Verification

Where advanced notice is possible, a student's parent/guardian must call 916-394-5007 to speak with the Office Manager, or other administrator regarding the date(s) and time(s) their student will not attend class. Where advanced notice is not possible, parents/guardians should call 916-394-5007 before school begins on the day the student will be absent for all or part of the school day. Students or families are expected to provide a note to the front desk upon the student returning to School. Students who are absent or tardy for other reasons and/or do not have a note signed by a parent/guardian will be marked as unexcused.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

Student Expectations

Students at GPS are expected to arrive on time to every class or meeting with their teachers and mentors, every day. This means being present and seated in their assigned seat for each class at the appropriate start time. Students know their class schedule, which room each class is in, and what time it starts and ends.

Students who arrive late to school are expected to sign in at the front desk and receive a tardy pass before going immediately to class. Upon entering, students will provide teachers with the tardy pass and join the class with minimal disruption to teaching and learning.

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

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five 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 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 fifth day of school will be disenrolled from the school roster, 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 school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal process described below.
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 days of the disenrollment.

Excessive Absences or Tardies

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible community members, GPS develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our graduated discipline plan, we have increasing levels of interventions to support students and families in meeting this objective.

Note that in the table below, all counts of absences are for a single school year.

Trigger	Concern	School actions
3 unexcused Absences or more than 30 minutes late to school 3 times	First notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #1, phone call or email to parent/guardian ● Record(s) of written warning for all following actions may be kept at the School for a period of not less than two years, or until the student graduates or transfers from School. If the student transfers, the record may be forwarded to any school receiving the student's school records. ● Student may be required to attend makeup classes conducted on one day of a weekend. ● School personnel must be available if families request a meeting. ● Mentor check-in about truancy and student's status.
6 unexcused Absences/tardies	Second notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #2 to parent/guardian ● Hold a Truancy Meeting with student, family, and teachers. ● The student may be assigned by the School to an after-school or weekend study program located within the same county as GPS. If the student fails to successfully complete the assigned study program, the student shall be subject to classification as a habitual truant. ● Mentor check-in about truancy and student's status.
9 unexcused Absences/tardies	Third notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #3 to parent/guardian ● Student may be referred to a School Attendance Review Board ("SARB") or to the county probation department; student, parent and referrer must attend. <p>In order to refer, you must have:</p> <ul style="list-style-type: none"> ● Referral Form ● Documentation/Evidence of Interventions <ul style="list-style-type: none"> ○ Copy of letters ○ Meeting notes ○ Any other intervention ● Any other information that would help the case ● Reach out to the appropriate contacts and outline the student's case. ● Student may also be referred to a probation officer or district attorney mediation program pursuant. ● If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to the jurisdiction of the juvenile court. ● Mentor check-in about truancy and student's status.

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 pupil and an explanation of the pupil’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 pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil 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 reoccur.

Dis-Enrollment Policy

GPS values the contributions to community by each family and student. GPS would like all students to remain enrolled and to address any concerns. If parents/guardians are considering withdrawal of their student, we ask that they reach out to both their child’s homeroom teacher or Family Group Mentor as well as the Principal and/or the CEO.

If parents/guardians have decided that unenrolling their student is the best option, GPS’ office manager will facilitate this process. To complete this process, parents/guardians must dis-enroll their student in person at the school site and sign a withdrawal form. Parents/guardians are responsible to enroll their student in another age appropriate educational program, and GPS can help supply the necessary records upon request from the student’s new school.

APPENDIX 4 | Arrival and Dismissal Map

Acknowledgment of Student & Family Handbook

I understand the 2022-2023 handbook is available for review at anytime at the school's website, www.growthps.org as well as in the school's Family Room.

I understand and agree that I will read and comply with the Growth Student & Family Handbook.

—
Parent/Guardian's Signature

Date

Parent/Guardian's Printed Name

Student's Name