

# **ASPEN PUBLIC SCHOOLS**

**Family Student Handbook  
2023-24**

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**Aspen Meadow Public School 1400 E Saginaw Ave, Fresno, CA 93704 559-369-2456**  
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**Non-discriminatory Policy:** *Aspen Public Schools, Inc. is an equal opportunity employer and does not discriminate against any employee or applicant on the basis of race, color, ethnicity, national origin, religion, gender, gender identity and/or expression, sexual orientation, disability, age, marital status, military status, pregnancy, parenthood, citizenship status, creed, or any other characteristic protected by federal, state, or local law.*

### **Aspen Public Schools Mission Statement**

*Mission: Transforming the community by developing exceptional leaders.*

#### ***“Developing Exceptional Leaders”***

The goal of Aspen’s educational program is to develop a comprehensive leadership development curriculum through whole school collaboration and implementation. We believe our leadership education focus is what sets us apart from many other educational programs.

### **GENERAL PROCEDURES**

#### **Classroom-Based Attendance Policy**

It is the intent of the Governing Board (“Board”) of Aspen Public Schools (“APS” or the “Charter School”) to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems.

#### **Definitions**

- **“Tardy”:** Aspen Public Schools starts at 8:00 am for Aspen Valley and Aspen Meadow and 8:30 am for Aspen Ridge. Students shall be classified as tardy if the student arrives after that time.
- **“Unexcused Absence”:** A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **“Truant”:** A student shall be classified as truant if the student is absent from school without a valid excuse for three (3) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days or tardy on

one or more days shall again be deemed a truant. Such students shall be reported to the Site Director or designee.

- *“Habitual Truant”*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.
- *“Chronic Truant”*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year from the date of enrollment to the current date.
- *“School Attendance Review Team (“SART”)*: The SART panel may be composed of the Site Director, Registrar, Chief Operating Officer, a designated teacher, and any applicable staff needed. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student’s family, and establish a plan to resolve the attendance issue.
  1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - a. Parent/guardian to attend school with the child for one-day
    - b. Student retention
    - c. After-school or Lunch detention program
    - d. Required school counseling
    - e. Loss of field trip privileges
    - f. Loss of school store privileges
    - g. Loss of school event privileges
    - h. Required remediation plan as set by the SART
    - i. Notification to the County District Attorney
  3. The SART panel may discuss other school placement options.

4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

#### **Excused Absences for Classroom-Based Attendance**

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

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

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
  - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the student's immediate family:
  - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any other relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
  - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).



8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
12. Authorized at the discretion of the Site Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
15. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
16. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
  - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

- b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences at the discretion of a school administrator.

17. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site Director or designee pursuant to uniform standards:

- a. Appearance in court.
- b. Observance of a holiday or ceremony of the pupil's religion.
- c. Attendance at religious retreats.
- d. Attendance at an employment conference.
- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within an equal number of days of being absent. Work due at the end of the semester must be submitted within two days of the end of the term. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

### **Method of Verification**

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

1. Signed, written note from the student's parent/guardian or parent representative.
2. Communication with the Office Manager or Office Receptionist by in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian or parent representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence; and
  - e. Reason for absence.

3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
  - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask about the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had ten (10) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider. Otherwise, they will be marked as unexcused.

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

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

### **Unexcused Absences/Truancy for Classroom-Based Attendance**

The Site Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

### **Process for Addressing Truancy**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Site Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Site Director or designee. In addition, the student's classroom teacher may also call home, and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy

**Letter #1 – Truancy Classification Notice**” from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4<sup>th</sup>) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **“Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,”** notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract and a Student Success Team (SST) meeting will be held. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **“Truancy Letter #3 – Referral to SART Meeting”** and the student will be referred to the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student’s parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student’s enrollment and attendance at another public or private school (i.e., a CALPADS report).

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

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) 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, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1<sup>st</sup>) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3<sup>rd</sup>) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5<sup>th</sup>) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) school days for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

### **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 the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

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:

1. The charges against the student
2. An explanation of the student's basic rights, including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

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

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

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

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

### **Referral to Appropriate Agencies or County District Attorney**

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

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

### **Non-Discrimination**

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

### **Reports**

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

### **ARRIVAL AND DISMISSAL**

The morning bell rings at 7:55 a.m. for Aspen Public Schools students to start walking into class. Instruction begins promptly at 8:00 a.m. Supervision is provided only during the school day starting at 7:15 a.m. when breakfast is served to students. Breakfast will be served until 7:45 a.m. Parents should be exiting the campus when the 7:55 a.m. bell rings. **Instruction will begin promptly at 8:00 am.** Please schedule an appointment to meet with your child's teacher if you need to speak with them. **Please do**

**not approach teachers without an appointment. Teachers are not available for walk-in appointments. If you have an urgent issue, report to the office and the receptionist will contact the teacher.**

**ARRIVAL AND PICK-UP PROCEDURES**

**Parking lot**

Parents/guardians are only permitted to park in the spaces that are not marked as **Staff Parking**. If a visitor parks in a staff parking stall, campus security will be called. Parking for parents/guardians is intended for parents who need to visit the office or come onto campus.

Please do not block the flow of traffic in the school parking lot at any time. In addition, do not block the entrances to the parking lots to drop off or pick up your child. **This applies even during rainy weather.** The handicapped parking spots are off-limits **at all times** unless you display the special parking placard in your windshield or license plate.

The rules to use the parking lot are as follows:

1. **The speed limit is 5 mph on campus.**
2. If you intend to park and enter the campus, you must park in a visitor's parking space. If no spaces are available, you must exit the parking lot and try again or use a different area to deliver/pickup your students. *You may **not** stop in the parking lot to unload/load your students. Please use the loading zone only.*
3. Once your vehicle is parked, you or another adult must get out to escort your student to/from the campus.

**Morning Drop-Off**

1. Drop-off: Monday-Friday from 7:15 AM to 7:55 AM
2. Have student(s) and backpacks ready when entering the loading zone.
3. Please pull all the way forward in the loading zone and drop off students before you enter the parking lot. Move forward when the vehicle in front of you moves forward. **(Please do not double park.)**
4. Do **NOT** park or leave your car unattended.
5. Students are recommended to exit your vehicle on the passenger side, if possible. If a student must exit on the driver's side, please have them use caution.
6. Once your student(s) has exited your vehicle, merge back into the left lane and follow it through the parking lot to the exit at the south end of the lot.
7. Security will be monitoring the loading zone and parking lot. Please follow instructions issued by security.

**Afternoon Pick-Up**

1. Pick-up:

Grade	Monday-Thursday	Friday (early release)
Transitional Kindergarten	8:00 am- <b>11:30 am- Option 1</b>	



	8:00 am-1:30 pm- <b>Option 2</b> <b>(available for after-school students ONLY)</b>	
Kindergarten	8:00am -2:50 pm	8:00 am -12:50 pm
1st-6th	8:00 am-3:15 pm	8:00 am -1:00 pm

2. Drive into the loading zone.
3. Move forward as cars move forward in front of you.
4. You may not leave your vehicle unattended in the loading zone.
5. Your child will be sent to you as you pull up to the pick up point

Your help in providing for the safety of Aspen Public School students is appreciated.

**Please reference the parking lot map for each site found at the back of this handbook**

### **BICYCLES AT SCHOOL**

Riding a bicycle at school is a privilege students may retain by observing the following safety regulations:

1. Bicycles should be locked individually while parked at school.
2. Bicycles should never be ridden on the school grounds. It is a violation of the City of Fresno Municipal Code.
3. Bicycle helmets must be worn while riding a bike.
4. Be an alert bicycle rider at all times and observe traffic regulations.
5. Riding bicycles in the front parking lot and hallways is prohibited for safety. If bicycles are ridden in this way, they will be picked up and kept in the office for return to parents only. Privileges may be lost if this is a constant problem.
6. Occasionally bicycles are vandalized or stolen. Bicycles are brought to school at the owner's risk. Police reports may be taken for vandalism and theft.

Rollerblades and skateboards may not be ridden or brought on campus. This is also a violation of the Fresno Municipal Code. Heelys are not allowed unless the wheels are left at home.

### **BREAKFAST AND LUNCH PROGRAMS**

**ALL** students will receive an income form that **must be filled out and returned by the first day of school.** Breakfast and lunch are provided at no cost to all students, regardless of income. After School (ASES) students will also receive a free snack.

#### **Lunch**

School meals will be provided by Revolution Foods. You can look at their website at [revolutionfoods.com](http://revolutionfoods.com). We know that being nourished with food is important to a child's attitude and attentiveness in class. A hungry child has difficulty learning or concentrating. If your child refuses to eat his school lunch please send a lunch from home.

### **Breakfast**

Breakfast is served daily beginning at 7:15 a.m. each morning. Breakfast is served only until 7:45 a.m. Students coming after this time will not be served breakfast.

### **Snacks**

Younger students have a snack during recess. Your child may bring a snack from home. Your child's teacher would appreciate any healthy snack donations to share with students that do not bring a snack.

## **CLASS CELEBRATIONS**

There are a limited number of classroom celebrations planned throughout the year by the classroom teacher. Room parents are greatly appreciated for coordinating these classroom celebrations.

**Birthday celebrations:** To maintain a healthy food commitment, we will **not** be celebrating birthdays with food in classrooms. An especially nice way to acknowledge your child's birthday at school is to donate a special book in your child's name to our school library or their classroom library. You can alternatively send pencils or other non-food items to support learning in your child's honor.

**Cupcakes, cookies, or other food will not be allowed in classrooms.**

Also, to avoid hurt feelings of uninvited students, individual invitations to private parties at home should be either mailed or distributed *after* school hours *off campus*. No parties may begin or end on the school campus, including limousines, or private vehicles transporting students to or from campus.

## **SENDING GIFTS TO STUDENTS AT SCHOOL**

We have a genuine concern for the protection of the educational environment of our classrooms, and because of the disruption that this can cause please do not have balloons, flowers, or other gifts delivered to individual students while at school.

## **COMPLAINTS PROCEDURE**

### **General Complaints**

All general complaints should be made through Aspen Public School's **general complaint procedure**. Forms and information are available in the school office or on the school website. Every effort should be made to resolve a complaint at the earliest possible stage.

Please follow the below complaint procedure if a concern arises:

- Whenever possible, the complainant should request an appointment with the person(s) involved to resolve concerns.
- If you feel that the situation has not been resolved, or for a general complaint, please contact an Aspen Public School office to obtain a complaint form. An administrator, or the executive director will investigate the complaint and follow up with you.
- If you still believe that the situation has not been resolved, you may request that the Aspen Board of Directors be made aware of the complaint. Please follow the below complaint procedure if a concern arises:
  1. Whenever possible, the complainant should request an appointment with the person(s) involved to resolve concerns.
  2. If you still feel that the situation has not been resolved, or for a general complaint, please contact the Aspen office to obtain a complaint form or see the PDF link on our website (below).
  3. After a meeting with a school administrator, if you still feel that the situation has not been resolved you may request a meeting with the Executive Director or designee (if the Executive Director or designee is not available in person, you may be contacted by phone).
  4. If after you bring your concern to the Executive Director or designee, you are still not satisfied, the General Complaint form will be forwarded to an Aspen Public School Board member for review. They will contact you as soon as possible.
  5. At your request, the board will receive a copy of the written complaint. After they investigate, they will respond to you in writing.  
*Please note, parents and guardians are always welcome to speak to the board as a guest, during a regular public meeting. Guests are provided two (2) minutes to speak. However, the board will not engage in a public discussion regarding an issue or complaint. However, at your request, an administrator will forward the complaint to the board for review. The board will respond in writing as soon as possible (no longer than 30 days).*
  6. Use the form below for general complaints or concerns that you may have at your child's school.

Employees, students, and members of the public may also use this form if they have a complaint at one of the school sites. Per the Aspen Public Schools Parent/Student Handbook, please make every effort to settle your complaint following the four steps below:

Note: If you have a civil rights complaint, please use the “Uniform Complaint” Form available online or at the school office.

Please note: The Fresno Unified School District does not respond to complaints for Aspen Public Schools. They are a separate school district and will refer you back to our complaint procedures.

If you have any questions regarding this form, feel free to contact our office. Aspen Valley Prep at: (559) 225-7737, Aspen Meadow at: (559) 369-2456. Our receptionists will be happy to assist you.

**How to access the General Complaint form on the school website:**

Go to: [aspenps.org](http://aspenps.org), [meadow.aspenps.org](http://meadow.aspenps.org) or [valley.aspenps.org](http://valley.aspenps.org)

2. Click on the "Forms" tab at the top of the homepage

3. Click on "General Complaint Form"

Fill out the form and submit it to the school office

Fill out the form and submit it to the school office.

Or call: Aspen Valley at: 559-225-7737

Aspen Meadow: 559-369-2456

General Complaint Forms may be found on your school website, or at [aspenps.org](http://aspenps.org) under the “Families” tab. We also have these forms readily available at our school offices.

### DONATIONS

Donations may be made to Aspen Public Schools, Incorporated, a non-profit organization. A tax ID is available upon donation. Contact the school office for details. Donations are strictly voluntary. Attendance at Aspen Public Schools is free of charge for all students. No student’s enrollment status will be impacted by the family’s inability or unwillingness to donate.

### HEALTH OFFICE

The Health Office is managed by a health aide that is trained in First Aid and CPR. Every effort will be made to contact parents or guardians regarding an injury or illness. Due to the number of students seen in the Health Office, phone calls will be made in the case of a serious concern.

### FEVER POLICY

The Charter School recognizes elevated body temperatures as 99.7 or higher. Any student with a 99.7 F body temperature will be sent home. **We have a 24-hour fever-free policy.** A student may return to school when the fever is gone for 24 hours, without administering medication.

### MEDICATIONS AT SCHOOL

All medications including prescription and over-the-counter, **must have a completed and signed “Medication at School Form” on file for staff to administer.** The order must include:

- a.) Current California authorized health care provider’s name
- b.) Parent/guardian signature
- c.) Medication, dose, route, and time to administer
- d.) Student-name

**Medication must be delivered to the school by the parent/guardian, or adult designee in the original container with a pharmacy label.** Over-the-counter medication must be in the original container.

For the safety and health of everyone, students **may not carry** prescription or nonprescription medicine such as cough drops or throat lozenges in their pockets or backpack. School regulations require that all medications, whether prescription or nonprescription be kept in a locked cabinet. If a Medication Order specifies that a student is authorized to carry, the office requests that the student administer the medication in the Health Office.

### **FOOD ALLERGIES**

If your child has an allergic reaction to certain foods, please contact the health office immediately with a document signed by his/her doctor. A **“Special Meals Accommodation Form”** must be completed by your child’s physician. The nurse will inform the cafeteria and all the staff involved.

### **LICE OR NITS**

If your child has active lice a parent will be notified. The student may be picked up at the end of the regular schoolday. Rarely, and only in extreme cases to avoid the risk of infecting others, a parent may be requested to pick the student up early.. The student may return to school once inspection no longer reveals the presence of live lice. If your child has lice eggs (nits), a notice will be sent home to treat the student for lice. After they have been treated at home with the proper medication and every egg and lice is removed they will be admitted back to school. They are expected to return immediately on removal of lice/nits. Students are only excused for 1 day.

***Your child must be cleared by the school nurse before being admitted back to class.***

### **EMERGENCY CONTACTS**

Every student must have a current emergency contact form on file. This form is available for updates online at [aspensps.schoolmint.net](http://aspensps.schoolmint.net). You may also contact the school office if you need assistance. This is extremely important in the event of an emergency at school. Please fill out the form completely. Besides a parent or guardian, you must list at least two additional contacts for each child. Example: The name and phone numbers of a relative or neighbor who can take responsibility for your child in case of an emergency. If you do not provide a current phone number and your child needs to be sent home, Child Protective Services or the Fresno Police Department will be contacted immediately. We will need at least four adults who may be given the responsibility of picking up your child from school. They must show ID to the office staff if they will be picking up your child. Students will NOT be released to anyone not listed on the emergency card. It is your responsibility to keep your contact information, including phone numbers and addresses.

Parents must give the office copies of any legal documents that explain special circumstances regarding custody, visitation rights, etc. Aspen Public Schools is not an enforcer of family court orders; however, the school will honor any court orders delineating parent educational rights that are provided to the

school. Always make sure to notify the office if there are any changes in your legal paperwork. All parents will be given equal rights for information about their children, to take the student from school during the day, or regarding any other parent rights UNLESS you provide documentation that instructs the school otherwise. One set of communication will be sent home from Aspen with each student.

If emergency medical or dental treatment is needed and you cannot be reached, 911 will be called. The school cannot assume responsibility for the payment of medical fees incurred.

### **EMERGENCY DRILLS**

Regular emergency evacuation drills are conducted at the direction of the school staff. When a fire alarm sounds, students must evacuate the school quickly in an orderly fashion. At the direction of staff, students must follow evacuation routes noted on diagrams posted throughout the school. Students must follow all staff directions regarding lockdown and movement to other locations or to return to classrooms.

In the event of the need to lockdown the facility, the security officer on duty will communicate when necessary with local authorities. The lockdown is maintained until an "all clear" code is called over the intercom. Lockdown practice drills will be held each quarter.

If an emergency should take place that requires the students to be dismissed early, parents and guardians will be notified with instructions by way of a ParentSquare phone call. The phone call will inform parents and guardians where to pick up their child. In most cases, the teachers will wait with the students by the gate; however, if the administration determines that students should be kept safe inside, students may be kept in the classroom or gymnasium until the parent or guardian arrives.

### **AIR QUALITY**

Aspen Public School receives daily updates on air quality from the San Joaquin Valley Air Pollution Control District. Once this information is received, if air quality is deemed unhealthy, we will inform teachers to limit afternoon strenuous outdoor activities, including Physical Education.

### **HOMEWORK PHILOSOPHY**

Instead of homework we encourage "continued learning" or "ongoing growth activities" that would support:

- Children's participation in outside activities, such as community sports
- Families reading with their children at home
- Families spending more time directly interacting with their kids in enjoyable ways
- Students finishing school work that was not completed at school (at teacher request)

### **SHORT TERM INDEPENDENT STUDY**

If your child is going to be away from school for one or more days, the student may be placed on an Independent Study Contract to maintain their attendance. Please notify your child's teacher *and* the school office **for a contract and assignments. Short-term independent study (15 days) is encouraged and is easy to do. Let our office assist you in preparing the paperwork.**

*The completed contract assignments are due on the day the student returns to school. Work assignments that are not completed and returned may result in the denial of future Independent Study requests. In addition, failure to complete Independent Study as assigned will result in "unexcused absences." (See Attendance Policy)*

### **LOST AND FOUND**

Many articles become lost or are left unclaimed during the year. It helps if personal belongings are marked so that your child can identify his/her articles easily. Lost and Found items may be claimed in the lost and found bins behind the office. Please check in first. Due to the high volume of lost and found, each month unclaimed items will be given to a charitable organization or placed in our clothing pantry.

### **LUNCH-OFF CAMPUS**

Students are required to eat lunch at school.

**No adult may take a student, other than his or her own, off campus for lunch.** If a parent or guardian wishes to take their child to lunch, they should check in with the office using the normal sign-out and sign-in procedures. We ask parents to have their child back to school at the end of their normal lunch period.

### **VOLUNTARY WITHDRAWAL FROM AN ASPEN PUBLIC SCHOOL**

If you decide to move from an Aspen Public School to another school, please notify our office that you are withdrawing your child. Not only does this help in our record-keeping, but also allows us to give you the information that you will need to enroll at the new school. If possible please give us at least a 3-day notice.

### **STATE TESTING (SPRING)**

Please make sure your student is early to school during spring state assessments. It is also very important that our students have a good protein based breakfast, so they are not hungry during assessments. Aspen Public Schools offers free breakfast to students from 7:15 to 7:50 am for Aspen Valley and Aspen Meadow and 8:00am-8:20am for Aspen Ridge.

Parent Right to Exempt C.C.R., Title 5, Sec. 852; E.C. 33051

A parent/guardian may submit to the school a written and signed request to excuse his/her child from any or all parts of the CAASPP tests.

### **PARENTAL INVOLVEMENT**

Parent involvement is a valued and necessary part of the school program. Admission to Aspen Public School requires a long-term commitment from both parents and students to the school's mission and vision, goals, policies, and procedures. We see learning as a partnership between students, parents, and the school.

Parents are encouraged to support their child's learning efforts by:

1. Maintaining regular contact with their teacher (sending messages via parent square)
2. Reading and/or listening to their children read, a minimum of 20 minutes per day.
3. Support the child's language learning efforts.
4. Assist and support the child's research projects.
5. Attend parent/teacher or student-led conferences and school events.
6. Provide an appropriate setting for reading/learning.
7. **Follow all policies and procedures as stated in the handbook.**

### **PARENT ADVISORY COMMITTEE**

The Parent Advisory Committee is the parent organization at each Aspen Public Schools that supports the academic programs, social-emotional programs, attendance, and budgetary decisions. All Aspen Public Schools staff, parents, and guardians are invited to attend meetings. We welcome and request your participation all year long.

### **FUNDRAISING**

As a non-profit organization, fundraising is a critical component for the success of the instructional and extracurricular program at Aspen Public Schools. Most fundraisers are led by teachers or other staff. The Student Leadership Team may also lead fundraisers. If you are interested, please contact the Site Director for more information.

### **PARENT VISITATIONS**

**Visits are allowed, but should be *scheduled with the teacher in advance*** so that suggestions for appropriate times will make the visit as productive as possible. In the interest of safety, visitors must first check in at the front office and receive a pass. However, to ensure students are not distracted during class time, we require visitors to sit and observe quietly unless pre-arranged. Please do not walk around the room, or talk to students or teachers during the visit. The maximum classroom visitation time is 20 minutes. **Please turn cell phones off.** If you need to talk to your student's teacher or have any



comments or concerns, please schedule an appointment in advance. Please do not interrupt the teachers during regular instructional time.

In the interest of our student's safety, parents, guardians or family members may not enter the campus for breakfast or lunch. However, if you wish to join students during breakfast or lunch, you may fill out a volunteer application. Parents and guardians' help is always appreciated at breakfast and lunch. Please do not sit on the student benches. These are reserved for students only.

**ALL VISITORS MUST CHECK IN AT THE OFFICE AND HAVE A DRIVER'S LICENSE OR CALIFORNIA ID SCANNED UPON ARRIVAL AT SCHOOL AND BEFORE VISITING A CLASSROOM. Please bring identification at this time. All visitors will have their identification scanned into the Raptor system and will receive a name badge that must be worn on campus.**

### [Visitor Policy](#)

#### PERSONAL POSSESSIONS

We discourage students from bringing personal possessions or extra money to school unless requested or authorized to do so by the teacher. Items such as toys, comic books, radios, electronics, games, new fads, etc. are distracting to the educational climate of the school and pose problems to both the student and the teacher if they are lost or broken. If they become distractions, teachers may take items and parents will have to come to school to retrieve them. **The school cannot assume responsibility for personal or unnecessary items brought to school.**

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

Private devices may be used:

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

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

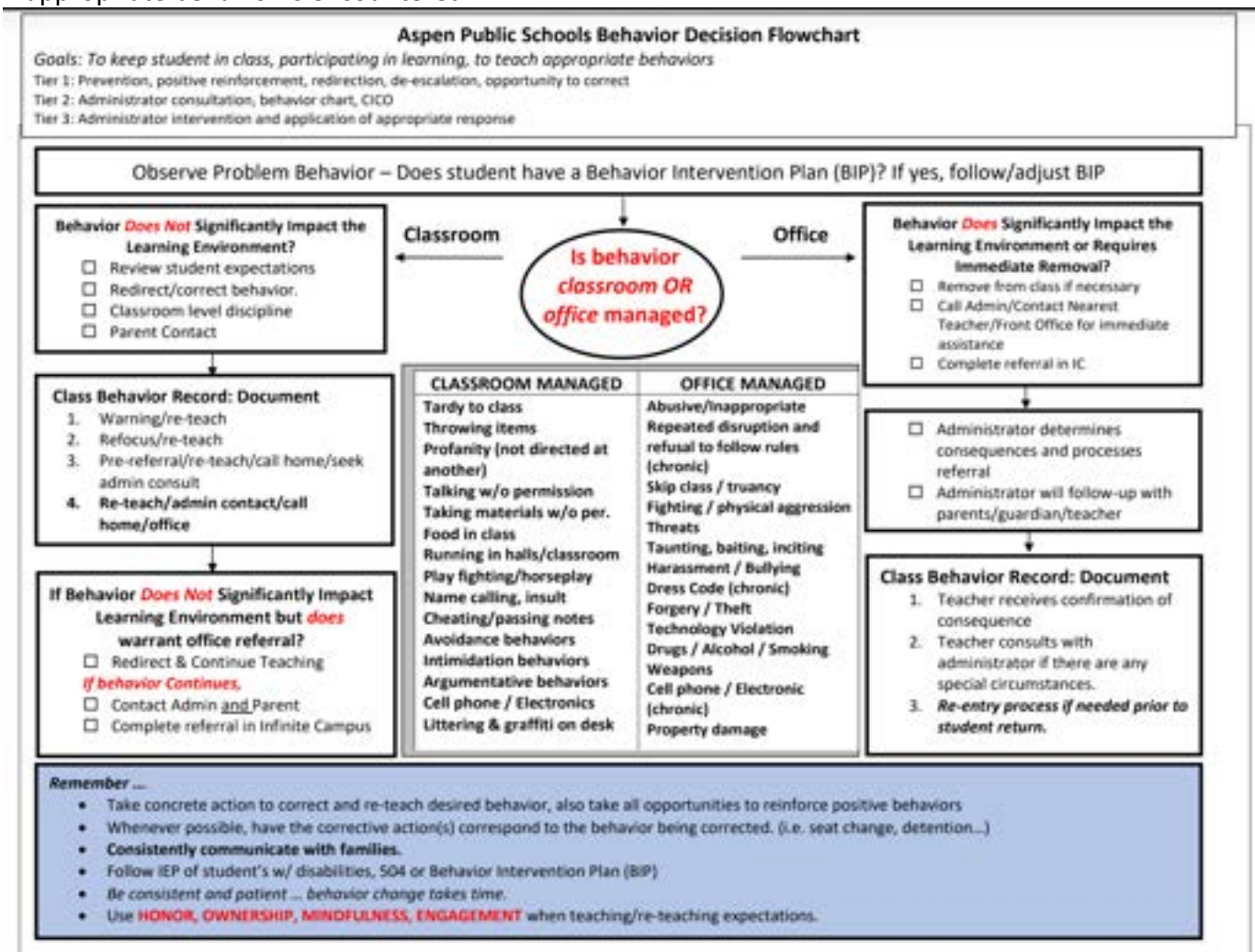
- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.

- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Teachers require that cell phones be kept in a basket until after school. If a student wishes to call a parent during the school day they may use the phone in the school office. If a cell phone is used or taken out during school hours absent authorization, it will be sent to the office to be picked up by a parent.

### SCHOOL WIDE CULTURE PLAN

We believe that each student has a right to learn and that each teacher has a right to teach. Aspen strives to create a healthy, proactive culture that promotes personal and academic growth among the students. The following is the Behavior Decision Flowchart that is followed by APS staff when inappropriate behavior is encountered.



#### STAGE 1- PREVENTION

## **Classroom**

- Teacher Modeling
- Classroom Expectations
- Greet & Meet
- Class Meeting
- PBIS Expectations

## **School-wide**

- Anti-Bullying Program
- Events
- Assemblies
- Parent Education
- PBIS Expectations

## **STAGE 2- REDIRECTION BY TEACHER OR STAFF MEMBER**

### **When a conflict begins to brew...**

#### **The Teacher or Staff Member will first remind the student by:**

- Daily review of posted Classroom Expectations (Weeks 1-3); Weekly review (remainder of school year)

- Use Constructive Reminders

  - Use proximity; teacher may walk over to student's area to get attention

  - Look at the student with a slight head shake or facial gesture

  - Remind the student of classroom expectations

  - Use a visual symbol signaling "STOP"

  - Make a whole class reminder, "It looks like ALMOST everyone is ready to begin."

- Have a one on one conversation with the student by asking questions to understand

*CELEBRATE WHEN STUDENTS GET BACK ON TASK (TEACHER MAY USE NOD OF APPROVAL, SMILE, THUMBS UP, POINTS, ETC.)*

### **However, if conflict should continue...**

#### **Teacher or Staff will Record & Remedy**

Give a "STOP" action with a *Follow-up Conversation (Teacher's discretion and judgment depending on the situation)*

- Active Listening

- Reflective Process

Peacemaking Process  
Logical Response  
Student Follow-up

*CELEBRATION WHEN STUDENTS GET BACK ON TRACK. (Positive follow-up phone call, note, etc.)*

### **STAGE 3- THINKERY**

**When a conflict has previously been addressed through “Redirection” and behavior continues to escalate:**

***(Teacher or staff member will send the student to Thinkery to “Regroup,” “Recommit,” AND “Repair”)***

#### **Regroup**

Student/ Thinkery Personnel to discuss the situation and how the student is going to “Make Things Right”

Parent Contact by a staff member and an infinite campus entry made

#### **Recommit**

Student Commitment to classroom and/or school expectations

**(Copy given to teacher, student, and parent/guardian)**

**(move to stage 4)**

#### **Repair**

Mediation

Logical response: Mediation agreement will correspond with an infraction and be agreed upon by all parties involved.

Follow-up meetings scheduled, as needed

*CELEBRATE WHEN STUDENTS GET BACK ON TRACK. (Positive follow-up phone call, note, etc.)*

### **STAGE 4- DIRECT TO OFFICE (ADMINISTRATION AND/OR AUTHORITIES)**

**(If stage 3 has been unsuccessful or one of the following takes place)**

Physical violence or threats (including written) of violence to a student, volunteer or staff member

Fighting

Having drugs or weapons (Knife, guns) or toy weapons.

Major Disruption of the Educational Program

Gang-related issues

Sexual harassment (definition: [www.merriamdictionary.com](http://www.merriamdictionary.com))

- Profanity or sexual innuendo (written or spoken)
- Vandalism or theft of property
- Refusal to redirect (after previous interventions)
- Persistent non-compliance (Prevention and redirection ineffective)

*After such serious offense(s), the administration shall investigate and find out the facts. Using CA Ed Code or the charter as a guide, they will then use their judgment to ensure the protection of all students and staff members. Thus, in some instances, a student may be suspended or expelled for the offenses listed above or any other offenses enumerated with the school's Suspension & Expulsion Policy.*

### **CLASSROOM CULTURE POLICY**

All classrooms support the school-wide culture plan. The classroom plans provide systems that allow each student to make positive choices and to “make things right” when poor choices have been made. Each child is in charge of the type of interactions he/she has with the teacher and classmates. Teachers will go over classroom expectations with students during the first week of school.

Please make sure that you are aware of the expectations of your child’s teacher(s). **It is important that you understand and support the teacher in their decisions when working with your child.**

### **TAKING CARE OF OUR SCHOOL**

We need our school community’s help in maintaining our beautiful facility and would like for you to join us in this effort. Please know that we **do not allow animals, skateboarding, or rollerblading on our school campus at any time.**

If you are using the facilities after school hours, on weekends, or just passing by and you notice something that seems suspicious, please take action. Call the Fresno Police Department at 498-1414 to report your concern.

### **STUDENT PLACEMENT IN CLASSROOMS**

Our teachers assign students to classes. Therefore, we do not accept parent requests for specific teachers. Careful consideration and deliberate attention are given so that classes are balanced with respect to gender, achievement levels, and student needs.

### **STUDENT SAFETY**

We stress to the students the importance of safety in the classroom and out on the playground at all times during the school day. We need your support and cooperation by discussing with your child the following basic rules of safety:

1. Walking on all surfaces (the cement and blacktop areas) at all times, except if involved in an organized game.
2. Walking in the hallways.
3. No loitering at the end of the school day.
4. Following all school rules or accepting the consequences of poor decisions when choosing to disobey the rules.
5. Acting respectfully toward all adults providing supervision for the safety of the students.
6. Walking quietly in a single file line in the event of an emergency.
7. Staying in supervised areas of the school during recess and before and after school.
8. Using a bicycle helmet when riding a bicycle to school. Students not using a helmet will not be allowed to bring a bicycle to school.
9. Staying out of the parking lot at all times, unless with an adult or on a sidewalk.

### **STUDENT SUPPLIES AND TEXTBOOKS**

Some basic school supplies are provided at school. However, donated supplies and additional items are helpful and greatly appreciated. Backpacks are helpful (but not required), as it helps their organization and success at school. Please check the Aspen Public Schools website or with the classroom teacher for a wish list of supplies and suggested donation items.

Teachers may provide a list of suggested supplies that would be helpful for the start of the school year. These items are greatly appreciated by our school but are suggested donations.

Teachers will issue textbooks/computers to students. Students are responsible for the care of textbooks and other non-consumable items (computers, music equipment, etc.) issued to them.

### **STUDENT USE OF THE TELEPHONE**

Office telephones may be used by students only in the case of an emergency. Parents and students are to make all arrangements regarding after school before leaving for school in the morning. Students wanting to make phone calls to parents are made only on an as-needed basis as determined by school personnel. Students may bring personal cell phones to school but will be required to turn them in to the teacher at the beginning of the school day and may retrieve them before going home.

### **FIELD TRIPS**

Field trips and off-campus activities are scheduled to supplement and enrich the curriculum covered in the classrooms. All students participating in a field trip must have written permission from a parent or guardian. All Aspen Public School policies and procedures will be in full force and effect during field trips.

Parent volunteers are always welcome to assist during study trips if space allows. If you choose to participate as a chaperone, your child's teacher will notify you of your responsibilities prior to the field

trip. **NO SIBLINGS or other children will be allowed to attend field trips. Please do not invite family and friends to attend the field trips. These school planned and sponsored activities are student-focused, meant to enrich learning.**

### **Volunteer Parent Drivers Must be Approved One Week in Advance of the Trip**

Parents or guardians who volunteer to be drivers or chaperones for field trips must fill out a Parent Volunteer Driver Form, furnish a copy of their driver's license, clear our background checker (license or California ID) and current proof of insurance. This form must be approved and on file ONE WEEK before the trip. Approved drivers will also be expected to follow the instructions of the teacher leading the trip.

**No detours or unscheduled stops are allowed without prior permission from the teacher in charge.**

Please do not stop for fast food or snacks with students in the vehicle. PLEASE NOTE: The Driver's insurance is the primary insurance. **Important! No volunteers will be approved on the day of the trip.**

### **VOLUNTEER APPLICATIONS**

Any volunteer for field trips or classroom activities must complete a Volunteer Application Form each year. Forms will be provided in the school office, upon request. One Volunteer Application Form must be completed for each participating adult (21 years or older). Regular volunteers, or those that assist with sports, must have a background check. Youth volunteers (under 18 years of age) have a separate application process. They must be sponsored by a staff member, who agrees to supervise them while on campus.

### **WEBSITE**

Visit the Aspen Public School website regularly for information such as: Calendar of events, classroom pages, supply lists, fundraising dates, employment, dress code, and more. It is a great way to stay informed!

Aspen Meadow Public School [meadow.aspenps.org](http://meadow.aspenps.org)

Aspen Valley Prep [valley.aspenps.org](http://valley.aspenps.org)

Aspen Public Schools Charter Management Site [www.aspenps.org](http://www.aspenps.org)





# ASPEN VALLEY LEADERS

	RESPECTFUL	RESPONSIBLE	READY TO LEARN	SAFE
CLASSROOM	<ul style="list-style-type: none"> <li>Proper voice level</li> <li>Active listening</li> <li>Take turns</li> <li>Kind words &amp; work together</li> </ul>	<ul style="list-style-type: none"> <li>Care for class supplies</li> <li>Put things away</li> <li>Follow directions</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Do your best</li> <li>Stay on task</li> <li>Show what you know</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>Walk</li> <li>Chair: 4 on the floor</li> </ul>
HALLWAY	<ul style="list-style-type: none"> <li>Proper voice level &amp; language</li> <li>Follow directions</li> <li>Line up quietly and orderly</li> </ul>	<ul style="list-style-type: none"> <li>Pick up trash</li> <li>Go directly to destination</li> <li>Take all your things with you</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose</li> <li>Help others</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Stay in your space</li> <li>Keep plants beautiful</li> </ul>
BATHROOM	<ul style="list-style-type: none"> <li>Use it! Flush it! Wash it!</li> <li>Honor people's privacy</li> <li>Quiet voice &amp; wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Conserve water</li> <li>Remember your pass</li> </ul>	<ul style="list-style-type: none"> <li>Leave when you are done</li> <li>Use the nearest bathroom</li> <li>Use bathroom at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wash with soap &amp; water</li> <li>Report problems</li> </ul>
PLAYGROUND	<ul style="list-style-type: none"> <li>Take turns &amp; share</li> <li>Include everyone</li> <li>Kind words</li> <li>Listen to others</li> <li>Play fairly &amp; honestly</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions quickly</li> <li>Take care of equipment</li> <li>Trash in trash can</li> <li>Use the bathroom &amp; get a drink</li> </ul>	<ul style="list-style-type: none"> <li>Make new friends</li> <li>Freeze with whistle</li> <li>Line up quick after the whistle</li> <li>Wait patiently for the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>Stay in sight of an adult</li> <li>Dress for the weather &amp; remember your jacket</li> <li>Report problems</li> </ul>
CAFETERIA	<ul style="list-style-type: none"> <li>Say please &amp; thank you</li> <li>Eat politely</li> <li>Kind words</li> <li>Proper voice level</li> </ul>	<ul style="list-style-type: none"> <li>Eat first, then talk</li> <li>Clean up &amp; recycle</li> <li>Wipe up spills</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Get it! Eat it! Clean it!</li> <li>Stay seated</li> <li>Try new food</li> </ul>	<ul style="list-style-type: none"> <li>Hand sanitizer</li> <li>Walk</li> <li>Stay in your space</li> <li>Eat your food only</li> </ul>
OFFICE	<ul style="list-style-type: none"> <li>Enter &amp; exit quietly</li> <li>Good manners</li> <li>Inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Have a note or pass</li> <li>Wait your turn</li> <li>Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly</li> <li>Listen to learn</li> </ul>	<ul style="list-style-type: none"> <li>Maintain self-control</li> <li>Follow directions</li> </ul>
LIBRARY	<ul style="list-style-type: none"> <li>Quiet voice</li> <li>Handle books with care</li> <li>Good manners</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Clean up</li> <li>Put books away</li> </ul>	<ul style="list-style-type: none"> <li>Choose a book</li> <li>Ask for help if needed</li> <li>Read quietly</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Enter/exit quietly</li> <li>Use ramp correctly</li> </ul>
COMPUTERS	<ul style="list-style-type: none"> <li>Treat with care</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Use assigned computer</li> <li>Handle headphones with care</li> <li>Charge daily</li> </ul>	<ul style="list-style-type: none"> <li>Plug in headphones</li> <li>Stay on task</li> <li>Appropriate websites only</li> </ul>	<ul style="list-style-type: none"> <li>Carry with care</li> <li>Keep liquids away</li> <li>Report problems</li> </ul>
AUDITORIUM	<ul style="list-style-type: none"> <li>Listen to learn</li> <li>Clap politely</li> <li>Indoor voice</li> </ul>	<ul style="list-style-type: none"> <li>Focus on speaker</li> <li>Quiet feet &amp; voices</li> <li>Use equipment wisely</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Find seats quickly &amp; quietly</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit quietly</li> <li>Stay in your space</li> <li>Walk on &amp; off stage appropriately</li> </ul>
	RESPECTFUL	RESPONSIBLE	READY TO LEARN	SAFE





# ASPEN MEADOW LEADERS

	RESPECTFUL	RESPONSIBLE	READY TO LEARN	SAFE
CLASSROOM	<ul style="list-style-type: none"> <li>Proper voice level</li> <li>Active listening</li> <li>Take turns</li> <li>Kind words</li> </ul>	<ul style="list-style-type: none"> <li>Care for class supplies</li> <li>Put things away</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Stay on task</li> <li>Do your best</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>Walking feet</li> <li>Chair: 4 on the floor</li> </ul>
HALLWAY	<ul style="list-style-type: none"> <li>Quiet voice</li> <li>Wave quietly to staff</li> <li>Stay on walkways</li> </ul>	<ul style="list-style-type: none"> <li>Pick up trash</li> <li>Stay in line</li> <li>Walking feet</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose</li> <li>Help others</li> <li>Nose &amp; toes forward</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>Watch for doors</li> <li>Keep plants beautiful</li> </ul>
BATHROOM	<ul style="list-style-type: none"> <li>Use it! Flush it! Wash it!</li> <li>Honor people's privacy</li> <li>Quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>2 pumps of soap &amp; 1 towel</li> <li>Trash in trash can</li> <li>Clean up after yourself</li> <li>Conserve water</li> </ul>	<ul style="list-style-type: none"> <li>Leave when you are done</li> <li>Save chatting for recess</li> <li>Use bathroom at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>Walking feet</li> <li>All your business in the bowl</li> <li>Report problems</li> </ul>
PLAYGROUND	<ul style="list-style-type: none"> <li>Take turns</li> <li>Include everyone</li> <li>Kind words</li> <li>Listen to others</li> <li>Play fairly &amp; honestly</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions quickly</li> <li>Take care of equipment</li> <li>Clean up</li> <li>Use the bathroom &amp; get a drink</li> </ul>	<ul style="list-style-type: none"> <li>Make new friends</li> <li>Freeze with whistle!</li> <li>Line up quick after the whistle</li> <li>Pick up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>One at a time</li> <li>Dress for the weather</li> <li>Report problems</li> </ul>
CAFETERIA	<ul style="list-style-type: none"> <li>Say please &amp; thank you</li> <li>Eat politely</li> <li>Kind words</li> </ul>	<ul style="list-style-type: none"> <li>Eat first, then talk</li> <li>Clean up &amp; recycle</li> <li>Wipe up spills</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Get it! Eat it! Clean it!</li> <li>Stay seated</li> <li>Try new food</li> </ul>	<ul style="list-style-type: none"> <li>Hand sanitizer</li> <li>Walking feet</li> <li>Stay in your space</li> </ul>
OFFICE	<ul style="list-style-type: none"> <li>Enter &amp; exit quietly</li> <li>Good manners</li> <li>Inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Have a note or pass</li> <li>Wait your turn</li> <li>Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly</li> <li>Listen to learn</li> </ul>	<ul style="list-style-type: none"> <li>Maintain self-control</li> <li>Follow directions</li> </ul>
LIBRARY	<ul style="list-style-type: none"> <li>Quiet voice</li> <li>Handle books with care</li> <li>Good manners</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Clean up</li> <li>Put books away</li> </ul>	<ul style="list-style-type: none"> <li>Choose a book</li> <li>Ask for help if needed</li> <li>Read quietly</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Stay in your space</li> </ul>
COMPUTERS	<ul style="list-style-type: none"> <li>Treat with care</li> <li>Preserve equipment for future use</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Use assigned computer</li> <li>Handle headphones with care</li> <li>Charge daily</li> </ul>	<ul style="list-style-type: none"> <li>Plug in headphones</li> <li>Stay on task</li> <li>Appropriate websites only</li> </ul>	<ul style="list-style-type: none"> <li>Carry with care</li> <li>Keep liquids away</li> <li>Report problems with equipment</li> </ul>
AUDITORIUM	<ul style="list-style-type: none"> <li>Show appreciation</li> <li>Clap politely</li> <li>Listen to learn</li> </ul>	<ul style="list-style-type: none"> <li>Focus on speaker</li> <li>Quiet feet &amp; voices</li> <li>Use equipment wisely</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Finding seats quickly &amp; quietly</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit quietly</li> <li>Stay in your space</li> <li>Walk on &amp; off stage appropriately</li> </ul>
	RESPECTFUL	RESPONSIBLE	READY TO LEARN	SAFE

## **APPENDIX A: ANNUAL NOTIFICATIONS**

### **Animal Dissections**

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

### **Availability of Prospectus**

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

### **California Healthy Kids Survey**

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

### **Campus Search and Seizure**

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

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student

lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

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

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

### **Concussion/Head Injury**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

## **Diabetes**

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

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

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

## **Dangers of Synthetic Drugs**

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

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

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

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

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

## **Education of Foster and Mobile Youth**

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

- *“Foster youth”* means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
  2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 Or 602 (whether or not the child has been removed from the child’s home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
  
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school..

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

- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

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

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

Nancy Alvarez  
 Foster Homesless Connection Coordinator  
 (559) 262-7260  
[nancy.alvarez@aspenp.org](mailto:nancy.alvarez@aspenp.org)

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

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

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic

resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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

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

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

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

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth

shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

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

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

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

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



**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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

**Education of Homeless Children and Youth**

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

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

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

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

Nancy Alvarez  
Foster Homesless Connection Coordinator  
(559) 262-7260  
nancy.alvarez@aspenp.org

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

### **English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for

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

### **Universal Meals Program**

The Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day.

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

### **Immunizations**

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

These required immunizations include:

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

### **Involuntary Removal Process**

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

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

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

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

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

### **Lost or Damaged School Property**

If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for

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

### **Mental Health Services**

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

#### **Available on Campus:**

- **School-based counseling services** – your child is encouraged to reach out to the school counselor for social/emotional support if they feel they are needing support. School counselors can be reached in person or via email for students to contact directly. School counselors are available to support students in crisis. If you believe that your child needs further counseling services, you are encouraged to directly contact the Site Director to request a Student Success Team meeting and in the meeting can discuss what supports your child needs. Appropriate supports individualized to your child can be determined at the Student Success Team Meeting. Additionally, we partner with All 4 Youth, a mental health provider associated with Fresno County Superintendent of Schools (FCSS), to provide mental health services and an All 4 Youth therapist is on site to provide services to eligible students. Additional mental health resources in the community can be provided, as needed. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the Site Director to request a Student Success Team meeting.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the health office Aspen Meadow (559) 269-2456 or Aspen Valley Prep (559) 255-7737 .

#### **Available in the Community:**

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:

- Call or Text “988”
- Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860

Available Nationally:

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

**Nondiscrimination Statement**

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

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

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



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

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

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Shelly Lether  
Chief Executive Officer  
559-899-3176  
[shelly.lether@aspenps.org](mailto:shelly.lether@aspenps.org)

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

### **Opioid Information Sheet**

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid

Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

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

### **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

### **Parent and Family Engagement Policy**

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

### **Physical Examinations and Right to Refuse**

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

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

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the

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

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

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

Shelly Lether  
Chief Executive Officer  
559-899-3176  
[shelly.lether@aspenps.org](mailto:shelly.lether@aspenps.org)

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### **Safe Storage of Firearms**

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

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

### **School Bus and Passenger Safety**

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

### **School Safety Plan**

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

## **Section 504**

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

## **Special Education/Students with Disabilities**

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

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

## **State Testing**

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

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

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

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

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

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

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

Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

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

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is

- received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
  4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
  5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
  6. Accrediting organizations in order to carry out their accrediting functions;
  7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
  8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
  9. Persons who need to know in cases of health and safety emergencies;
  10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
  11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or



12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

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

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

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

### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>

### **Surveys About Personal Beliefs**

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

### **Teacher Qualification Information**

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

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

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

### **Tobacco-Free Schools**

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

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

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

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

### **Uniform Complaint Procedure ("UCP")**

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;

- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs;
- School Safety Plans; and/or
- State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

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

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000,

64001, 65000, and 65001 shall also fall under the UCP.

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

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

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

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

Shelly Lether  
Chief Executive Officer  
559-899-3176  
[shelly.lether@aspenps.org](mailto:shelly.lether@aspenps.org)

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

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

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”)

within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

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

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

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

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

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

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

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

#### **Use of Student Information Learned from Social Media**

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

### **APPENDIX B: COMPLETE POLICIES**

#### **Professional Boundaries Policy**

Maintaining a professional relationship with your students as a staff member of Aspen is critical. The following parameters are to help staff members create a safe, nurturing, and productive environment for students and stakeholders.

#### **Corporal Punishment**

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

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

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

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
  - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### Acceptable and Unacceptable Staff/Student Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from



a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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

#### Duty to Report Suspected Misconduct

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

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

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

#### *Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

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

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

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Aspen prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Aspen school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Aspen does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Aspen will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Aspen complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Shelly Lether

Chief Executive Officer

559-899-3176

## **Definitions**

### **Prohibited Unlawful Harassment**

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

### **Prohibited Unlawful Harassment under Title IX**

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

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

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

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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

## **Prohibited Bullying**

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe,

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<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
    - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

### **Bullying and Cyberbullying Prevention Procedures**

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

#### **1. Cyberbullying Prevention Procedures**

Aspen advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should

never reveal information that would make them uncomfortable if the world had access to it.

- d. To consider how it would feel receiving such comments before making comments about others online.

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

## **2. Education**

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

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

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

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

## **3. Professional Development**

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

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



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

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

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

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

**Grievance Procedures**

**1. Scope of Grievance Procedures**

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

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

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform

complaint. For formal complaints of sexual harassment, Aspen will utilize the following grievance procedures in addition to its UCP when applicable.

## **2. Reporting**

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

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

Shelly Lether  
Chief Executive Officer  
559-899-3176  
[shelly.letter@aspenps.org](mailto:shelly.letter@aspenps.org)

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Aspen will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report. Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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

Aspen prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy

may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

### **3. Supportive Measures**

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

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

### **4. Investigation and Response**

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

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the

incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

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

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that Aspen prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

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

- Informal Resolution

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

- The allegations;
- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- Aspen will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. Aspen shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, Aspen will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in Aspen's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Aspen policy.
  - Aspen may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at Aspen; or
    - The specific circumstances prevent Aspen from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, Aspen will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - Aspen will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of Aspen's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## **5. Consequences**

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

## **6. Right of Appeal**

Should the reporting individual find Aspen's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Aspen's decision or resolution, submit a written appeal to the President of the Aspen Board, who will review the investigation and render a final decision.

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

- The complainant and the respondent shall have the same appeal rights and Aspen will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 
- Aspen will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

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

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

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



**TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
Signature of Complainant      Date

\_\_\_\_\_  
Print Name      Date

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

### **Suicide Prevention Policy**

Aspen Public Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

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

### **Suicide Prevention Policy**

The Board of Directors of Aspen Public Schools (“Board”) operating Aspen Valley Prep Academy, Aspen Meadow Public School, and Aspen Ridge Public School (“Aspen Schools” or “Charter Schools”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Aspen Schools school-employed mental health professionals (e.g., school counselors, psychologists), administrators, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Aspen Schools’ strategies for suicide prevention and intervention. Aspen Schools will work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Aspen Schools shall appoint a team to monitor and implement suicide prevention training and procedures. The suicide prevention team in conjunction with Site Directors and Site Based Crisis Team members shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Aspen Schools created an in-house Suicide Prevention Team (“SPT”) consisting of administrators, mental health professionals and relevant staff.

Aspen Schools designates the following individuals to lead the SPT:

1. Lead School Psychologist
2. Chief Student Services Officer

The functions of the SPT are to:

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

### **Staff Development**

Aspen Schools carefully reviews available staff training to ensure it promotes the mental health model of suicide prevention.

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists) who have received advanced training specific to suicide. Charter School has worked to align procedures to El Dorado Charter SELPA recommendation to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

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

about thoughts of suicide and appropriately respond and provide support based on Aspen Schools guidelines.

- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

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

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

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

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

## **Employee Qualifications and Scope of Services**

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

## **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Aspen Schools Web page and included in the student/parent handbook.
3. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment and referral options marked accordingly.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - c. Charter School's referral processes and how they or their children can reach out for help, etc.
5. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

## **Student Participation and Education**

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

Aspen Schools' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

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

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

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

Aspen Schools will support the creation and implementation of activities on campus that raise awareness about mental wellness and suicide prevention.

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

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

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Aspen Schools Site Based Crisis Team (SBCT), beginning with the Site Director. If this primary suicide prevention contact is unavailable, the staff shall promptly notify the secondary suicide prevention contact (Assistant Site Director, School Counselor or School Psychologist).

The Site Based Crisis Team (SBCT) shall immediately conduct a site based suicide risk assessment. The SBCT will immediately notify the Site Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial risk assessment to ensure that the student is not endangered by parental notification.

The Site Based Crisis Team shall also refer the student to mental health resources at Aspen Schools or in the community.

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

When a suicide attempt or threat is reported on campus or at a school-related activity, Site Based Crisis Team Member shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.



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

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

In the event a suicide occurs or is attempted off the Aspen Schools campus and unrelated to school activities, the Site Director or designee and the Site Based Crisis Team Members shall take the following steps to support the student:

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

### **Supporting Students during or after a Mental Health Crisis**

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

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Aspen Schools shall follow the

below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The Suicide Prevention Team shall:

1. Coordinate with the Site Director to conduct an initial meeting of the Site Based Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death. Identify other students at risk of imitative behavior and refer them to a school-based mental health professional.
5. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
6. Consider funeral arrangements for family and school community.
7. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
8. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language

that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

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

9. Include long-term suicide postvention responses:

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

### **Student Identification Cards**

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

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

**Uniform Dress Code Policy**

**PURPOSE:** To focus on school as a workplace for students To develop a sense of school culture.  
To help students focus on academic goals and success rather than clothing choices.

	Acceptable	Unacceptable
<b>SHIRTS:</b>	<p>Color:<b>MEADOW:</b> Navy Blue, Hunter Green, White <b>VALLEY:</b> Navy Blue, Red, White (no other shirt colors are allowed) Style: polo type uniform shirt, or button-down shirt (short or long sleeve). <b>Must have a collar</b> <b>Optional:</b> turtleneck /mock turtleneck may be worn <u>under</u> a collared shirt in uniform colors</p>	<p>Writing, labels or logos Patterns or embellishments Incorrect color Collar-less shirts</p>
<b>BOTTOMS:</b>	<p>Solid / Plain Color: Navy Blue or Khaki Style: long pants, capris, walking shorts, skorts, skirts, jumpers Length: Shorts, Skorts and Skirts; no shorter than 2 inches above the knee Material: cotton, polyester, corduroy <b>NO lace or layered ruffles, etc.</b></p>	<p>No Athletic Wear or sweats No Jeans/Jean Material No tears or rips No Bagging or Sagging No tight-fitting bottoms</p>
<b>TIGHTS:</b>	<p>Solid / Plain Color: See shirt colors for enrolled school Style: tights, leggings or bike shorts/work-out shorts Can <b>ONLY</b> be worn <u>under</u> skirts, skorts, shorts, or jumpers</p>	<p>May not be worn alone Incorrect color No tears or rips No sparkles or designs</p>

<p><b>SWEATERS:</b></p>	<p>Style: Cardigan, V-neck, crew neck button down, crew neck pullover Must be worn as outerwear with a collared shirt/Hooded is acceptable</p>	<p>No clothing that depicts death or skulls, professional sports teams, profanity, products or slogan that promote tobacco, alcohol, sex, or drugs. May not be worn alone</p>
<p><b>SWEATSHIRTS :</b></p>	<p>Style: <b>Crew Neck or zippered</b> Must be worn as outerwear with a collared shirt</p>	<p>No clothing that depicts death or skulls, professional sports teams, profanity, products or slogan that promote tobacco, alcohol, sex, or drugs. May not be worn alone</p>
<p><b>COATS:</b></p>	<p>Coats may have hoods</p>	<p>No clothing that depicts death or skulls, professional sports teams, profanity, products or slogan that promote tobacco, alcohol, sex, or drugs.</p>
<p><b>SHOES:</b></p>	<p>Style: Basic laced sneakers, athletic tennis shoes Must wear tennis shoes daily</p>	<p>NO high heels, platforms, flats, sandals, flip-flops,</p>

		wheeled shoes, or UGG type boots NO light up shoes
<b>SOCKS:</b>	Solid / Plain Style: short or knee-hi Socks MUST be worn with shoes	
<b>HATS:</b>	Solid / Plain Color: Navy Blue, White, Black, Khaki (tan) Aspen hats must be worn Style: caps, beanies or other winter wear hats may be worn outside ONLY *headwear worn for purposes of religious observance shall always be permitted, both indoors and outdoors	Incorrect color, logo or writing May not be worn inside buildings
<b>HAIR:</b>	Styles that draw undue attention or detract from the educational environment are not allowed. Hairstyles that obscure vision are not permitted.	
<b>ACCESSORIES:</b>	Scarves & Gloves must be in dress code colors or black Earrings: studs ONLY, for safety Nail Polish: Must not draw undue attention Makeup/Cosmetics that draw undue attention or distract from the educational environment will not be allowed	No temporary tattoos No fake fingernails
<b>BACKPACKS:</b>	Any color. No sports team logos or insignias.	Must not draw undue attention

<b>SPIRIT DRESS DAYS (Fridays):</b>	Jeans: Plain, BLUE, or BLACK ONLY Polo Shirts: see above SHIRTS Aspen or Summit t-shirts	T-Shirts <i>other than spirit wear</i> may not be worn NO rips, tears, tight-fitting
<b>PE UNIFORM (7th &amp; 8th only)</b>	Assigned PE Uniforms only, and during PE class, always wearing a regular uniform in other classes Sweatpants permitted during cold weather. Only plain, in uniform colors	No yoga pants or other leggings allowed
<b>FREE DRESS DAYS (only on assigned days)</b>	Aspen or Summit t-shirts allowed Modest clothing Tennis shoes only	No tight-fitting pants No rips or tears in clothing No tank top shirts No spaghetti straps No professional or college sports teams No political or religious statements No drug or alcohol references on clothing

School is a place where the best possible educational environment must be created and maintained. Emphasis shall always be on neatness and cleanliness. The dressing and grooming of students that tends to obstruct or inhibit the instructional program is prohibited. Any apparel, hairstyle, or cosmetics, even if not specifically mentioned, which creates a safety concern, , or tends to detract from the educational process will not be accepted.



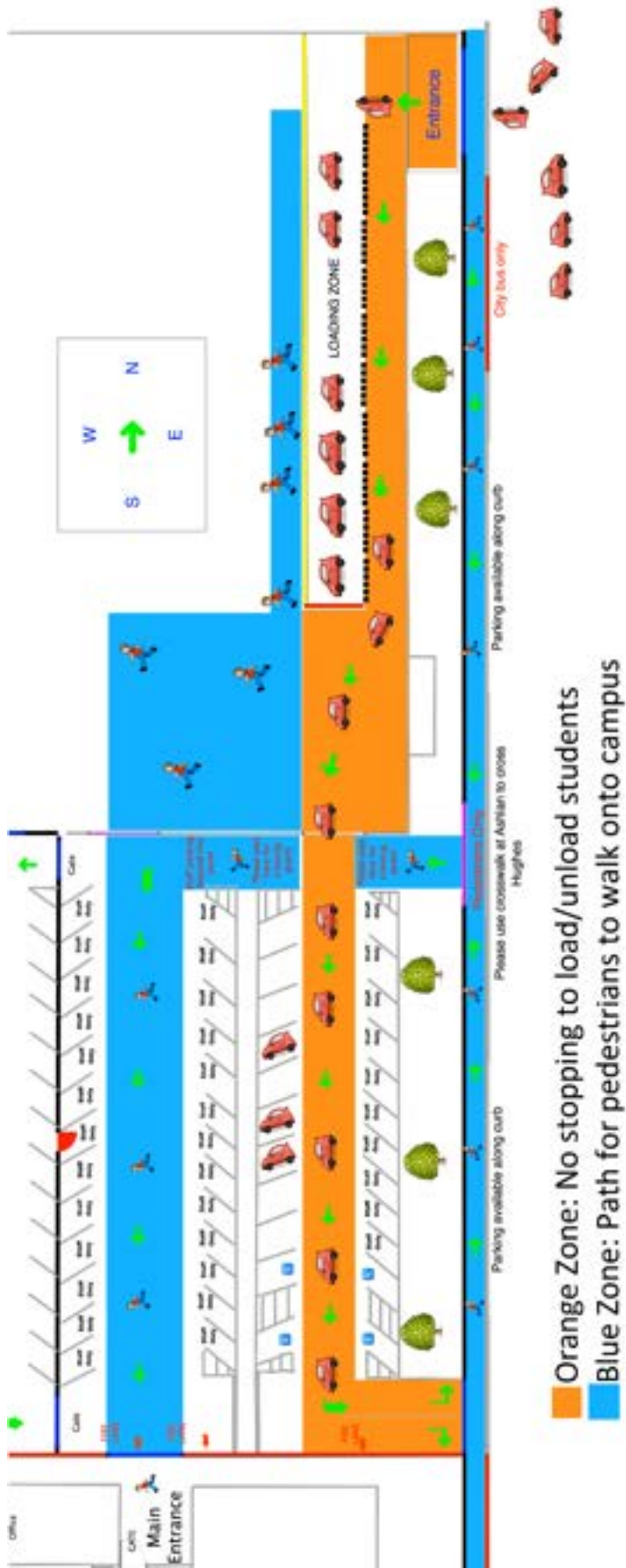
## Appendix C

### Aspen Meadow Parking and Loading

**Loading Zone:** Vehicles will enter into the first parking lot entrance driving west on Saginaw, and continue around to drop off students by the Fellowship Hall (cafeteria) gate. Vehicles will then continue around to exit the parking lot through the second entry point in the parking lot



**Aspen Valley Parking and Loading**



Vehicles enter the loading zone at the far north gate and students enter and exit the vehicle on the passenger side only. Vehicles continue through the parking lot and exit at the far south driveway.

**SPEED LIMIT IS ALWAYS 5MPH**