



ELEVATE
SCHOOL

Student & Family Handbook

2023-2024

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Tierrasanta Campus:
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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Welcome to Elevate School

Welcome from the Executive Director

Dear Parents and Students,

Welcome to Elevate School! We look forward to getting to know you and partnering together to make this a tremendous school year.

As our Mission Statement states, our entire staff is committed to inspiring every student to be excellent in academics, exceptional in leadership, and extraordinary in creativity. We believe each of these elements is critical as students develop their abilities, learn new skills, and prepare to influence the world around them both now and in the future.

This Student & Family Handbook contains important information about our school program, policies, and procedures.* We ask students and parents to read the Handbook, follow the policies, and help others to do the same. We have worked hard to establish our school and are committed to providing a safe learning environment.

We welcome you and encourage you to be actively involved in our learning community this year. Together we can make it an incredible year!

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Elliott', with a long, sweeping horizontal stroke extending to the right.

Ryan Elliott, M.Ed.
Executive Director

*Please note that during the school year, policies and/or procedures may be added or altered. Any policy revisions will be brought before the Board of Directors for approval and shared with the school community.

Our Mission

Elevate School (“Elevate,” “Charter School,” or “School”) equips tomorrow’s global leaders by inspiring students to be excellent in academics, exceptional in leadership, and extraordinary in creativity.

Core Values

The Elevate community (Board, staff, parents) identified our Core Values during the 21-22 school year. These core values serve as anchors for how we will educate our students and interact within our school community (student-student, adult-student, adult-adult).

Excellence

We hold ourselves to a high standard and believe everyone in our community is capable of achieving greatness.

Leadership

We believe every person is capable of creativity and innovation that can cause positive change in the world. We will create the opportunities for all students and staff to practice and achieve their leadership potential.

Justice

We are agents of change committed to exploring how our identities, community diversity, and action lead to justice.

Community

We are better together. Each member is valued as an essential contributor to our community.

When situations arise where there is disagreement, our core value of Community means we will dialogue in-person and with an ear for understanding others’ perspectives.

How Are We Different?

Digital technology, population growth, global economies, and improvements in everything from medicine to manufacturing are transforming our world, making it more interconnected as well as more complicated.

Keeping up with a changing world presents a new challenge for educators: *How can we equip children to learn and thrive when the only constant is change?*

At Elevate School, we recognize that academic excellence alone is no longer enough to compete and excel in the global economy. Twenty-first century leaders and innovators must also possess leadership skills and the ability to think critically and creatively.

We start by taking proven leadership principles developed and tested by renowned experts and incorporate them into your child’s learning environment from kindergarten through eighth grade (K-8).

At Elevate School, we create a comprehensive educational environment that integrates strong

academics with twenty-first-century skills. We combine the three “R’s” (Reading, Writing and Arithmetic) with the four “C’s” of the twenty-first-century (Collaboration, Creativity, Critical Thinking, and Communication). In this environment, children acquire the tools they must possess to succeed as inventors, designers, speakers, artists, big-picture thinkers, and life-long learners—the innovators who will bring meaning to the world they will one day lead.

As a Leader in Me™ school, Elevate implements and instructs students in the 7 Habits of Happy Kids:

- **Habit 1 — Be Proactive:** *You’re in charge.* I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.
- **Habit 2 — Begin with the End in Mind:** *Have a Plan.* I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school’s mission and vision. I look for ways to be a good citizen.
- **Habit 3 — Put First Things First:** *Work first, then play.* I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.
- **Habit 4 — Think Win-Win:** *Everyone can win.* I balance courage for getting what I want with consideration for what others want. I make deposits in others’ Emotional Bank Accounts. When conflicts arise, I look for third alternatives.
- **Habit 5 — Seek First to Understand, Then to Be Understood:** *Listen before you talk.* I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.
- **Habit 6 — Synergize:** *Together is better.* I value other people’s strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us can alone. I am humble.
- **Habit 7 — Sharpen The Saw:** *Balance feels best.* I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.
- **Plus, there is a not-so-commonly known Habit #8 – Find Your Voice:** I have found what I am good at and really like doing. I am proud, but do not boast. Instead, I use my expertise to help and inspire others.

Curriculum

Elevate offers a child-centered, project-based curriculum that is aligned with the California Common Core State Standards. Interdisciplinary thematic units throughout the year will focus on Community, Character, Service, Justice/Diversity, and Discovery. In addition to regularly practicing leadership skills, emphasis will be placed on students applying their new learning and understanding in real-world contexts.

The California Common Core State Standards serve as the framework in all grades and content areas. As a public school, Elevate adheres to the instruction of these standards, which include representation and inclusion so that all students see themselves represented in the learning curriculum.

To access state standards, [click here](#).

Board of Directors

Regular meetings of the Elevate School Board of Directors (“Board”) are held monthly and are open to the public.

Agendas for each meeting will be posted on the School office windows seventy-two (72) hours prior to the meeting. Agendas and meeting minutes can also be found on our website homepage. Please check the School calendar on the website for up-to-date information on meeting times and locations under the headings “Parents” and “Event Calendar.”

If you have a concern and would like to contact the Board, you can contact the board chairperson or refer to our Complaint Policy which is available on our School website under the heading “About Us” and “Policies” for the appropriate procedures.

Elevate Board of Directors

Name	Position	Area of Expertise
Chancellor Brown	Trustee	Trustee
Becky Madeja	Trustee	Trustee
Veronica Maxwell	Trustee	Trustee
Adam McWethy	Trustee	Trustee
Cheryl Gorman	Trustee	Trustee

Policies, Procedures, & General Information

Assessments

Students will be assessed at regular intervals according to school-wide measures and in accordance with the California Common Core State Standards (“CCSS”). In addition, Smarter Balanced Assessments are administered each spring in grades 3-7 as part of California’s Assessment of Student Performance and Progress (“CAASPP”) program. Additionally, standards-based unit benchmark assessments will be given throughout the year to monitor each child's progress and guide teacher instruction. The results of these assessments will be available for parent review during student-parent-teacher conferences.

Statewide Testing Notification

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress

- *Smarter Balanced Assessment Consortium Assessments*
The CAASPP computer adaptive assessments are aligned with the CCSS. English language arts/literacy (“ELA”) and mathematics tests are administered in grades 3-8 and grade 11 to measure whether students are on track to college and career readiness.
- *California Science Tests (CAST)*
The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades 5 and 8, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.
- *California Alternate Assessments (CAA)*
The computer-based CAA for ELA and mathematics is administered to students with the most significant cognitive disabilities in grades 3 through 8 and grade 11. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades 5 and 8, and once in high school.
- *Standards-based Tests in Spanish (STS) for Reading/Language Arts*
California offers the optional STS for reading/language arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer-based assessment that is aligned with the California CCSS en Español.

Pursuant to California Education Code section 60615, notwithstanding any other provision of law, parents/guardians may annually submit to the School a written request to excuse their child from any or all of the CAASPP assessments. 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.

English Language Proficiency Assessments for California

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP)

assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5 and 7 will take the fitness test.

Attendance, Absences, Early Dismissal, & Tardies

Attendance

The project-based nature of the instruction at Elevate School makes daily attendance extremely important. Consistent daily attendance is a critical factor in student success. Every absence, even for part of the day, interferes with your child's progress in school. Therefore, students should not be absent unless it is absolutely necessary. Appointments, family vacations, and other activities should be scheduled during non-school hours whenever possible.

Method of Verification

If your child is absent, you must communicate this with the office as soon as possible by contacting the office by call or text to 858.751.4774, or by email to attendance@elevateschool.com. Elevate 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.

When a child is absent, and the office has not received a communication from the parent/guardian about this, the School's office staff will contact the parent/guardian to verify the absence. If the office has not received a communication from the parent/guardian within 3 days of the absence, the absence will be considered unexcused.

For frequent/recurring absences, the parent/guardian is expected to provide more information about the student's absence. When a student has had 10 absences in the school year for illness verified by the method listed above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Excused Absences

Absences for these reasons will be excused:

- Personal Illness/Injury
- Quarantine under the direction of a county or city health officer
- Funeral attendance for a member of the immediate family
 - Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

- Observation of a religious holiday or participation in religious instruction or exercises according to the School policy
 - The student shall be excused for this purpose for no more than 4 school days per trimester.
- Medical, dental, optometric, or chiropractic appointments (note from medical professional required upon return)
- Spending time with an immediate family member who is an active duty member of the uniformed services, 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.
 - Excused absence in this instance shall be limited to one day if the immediate family member is in California or three days if located out of state.
 - Independent Study Contract should be arranged for any absence three days or longer.
- Government orders for a student to be elsewhere (such as a court appearance)
- Attendance at the pupil's naturalization ceremony to become a United States citizen.
- 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.
- Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

Unexcused Absences

Any absence that is not related to one of the previously-mentioned situations is an unexcused absence, including an absence from School without parental consent (except as noted above), vacations/activities, and other personal reasons.

Early Dismissal

Students will be allowed to leave School only with a parent/legal guardian, or another person designated in advance by a parent or legal guardian on the Student's Emergency Contact List. Proper identification of the individual is required. Please make every effort to schedule appointments after dismissal time whenever possible to minimize time away from School. Students should remain in School before and after all appointments.

Serra Mesa Campus Procedure

If your child needs to be excused early, go directly to the front office to advise a staff member of the reason for early dismissal. The student will be summoned to the office with his/her belongings.

Tierrasanta Campus Procedure

If your student needs to be excused early, once you arrive on campus, please call the Tierrasanta office at 858-751-4774, option 2, and advise the staff member of the reason for early dismissal. A staff member will then walk your student to the pedestrian gate. Please note that it can take approximately 5 to 10 minutes for your student to arrive at the gate after your phone call.

Middle School Campus Procedure

If your child needs to be excused early, go directly to the front office to advise a staff member of the reason for early dismissal. The student will be summoned to the office with his/her belongings.

Make-up Work

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit

upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

If a student misses work or testing due to any absence, it is their responsibility and expectation to make up missed work. Parents should contact the teacher to inquire about missed work, allowing twenty-four (24) hours for teachers to respond. Once parents have received notification that the work is ready, parents may pick up the assignments at the office. Any work not made up may adversely impact the student's grade.

Tardiness and Truancy

School begins at 8:00 at the Middle School campus, 8:10 am at the Serra Mesa campus, and 8:30 am at the Tierrasanta campus. A student arriving to school after 8:10 am will be considered "tardy" and after 8:40 am will be considered "truant" (if the tardiness is not excused) at the Serra Mesa campus. A student arriving to school after 8:30 am will be considered "tardy" and after 9:00 am will be considered "truant" (if the tardiness is not excused) at the Tierrasanta campus. All truant and tardy students must report to the office to receive a tardy slip before being admitted to the classroom. Unexcused arrivals after the start of the day disrupt classroom instruction, impacting both the individual child's learning and that of the entire class.

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Such students shall be reported to the Campus Dean or designee.

In addition, students shall be classified as a chronically truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. Students will receive written notification of truant classification per California Education Code.

Tardiness due to a doctor/dentist visit requires a note from the doctor's office upon return.

At the Tierrasanta campus only: If students arrive after 8:40 am, please walk them into the lobby of the Vista Grande office. Use the phone in that lobby to call our Tierrasanta office (the office number is posted above the phone). An Elevate staff member will then meet you in the lobby to walk your student up to class.

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

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance on the sixth (6th) 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 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 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 day of the school year will receive a phone call reiterating the content of the letter.
 4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the California Department of Education Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays 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 intent to remove the student no less than five (5) schooldays before the effective date of the proposed disenrollment. ("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, an explanation of the student's basic rights including the right to request a hearing before the effective date of the action and 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 parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

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

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known 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.

Before & After School Supervision

The School campus opens for students at 7:50am at the Serra Mesa campus, 8:10am at the Tierrasanta campus, and 7:45am at the Middle School campus . There is no School supervision for students before the above morning times or after School, nor are students permitted to wait in the office. However, Elevate has partnered with Champions to provide Elevate students with Before School and After School Enrichment Programs for a fee. Inquire in the office or on the School website for details under the headings “Parents” and “Before & After-School Program.”

Bell Schedule: *Serra Mesa Campus*

Regular Day Schedule (Monday, Tuesday, Wednesday, Friday)	
7:50	Campus Supervision Begins
8:10	School Begins
10:20-10:35	Morning Recess (K & 2)
10:35-10:50	Morning Recess (1 & 3)
11:35-12:15	Lunch (K & 2)
12:20-1:00	Lunch (1 & 3)
2:40	Dismissal

Minimum Day Schedule (Thursday and as indicated)	
7:50	Campus Supervision Begins
8:10	School Begins
10:35-11:15	Lunch (K & 2)
11:20-12:00	Lunch (1 & 3)
12:55	Dismissal

Bell Schedule: *Tierrasanta Campus*

Regular Day Schedule (Monday, Tuesday, Wednesday, Friday)	
8:10	Campus Supervision Begins
8:30	School Begins
10:45-11:00	Morning Recess
12:30-1:10	Lunch
3:00	Dismissal

Minimum Day Schedule (Thursday and as indicated)	
8:10	Campus Supervision Begins
8:30	School Begins

10:45-11:00	Morning Recess
12:30-1:15	Lunch
1:15	Dismissal

Bell Schedule: Middle School Campus

Regular Day Schedule (Monday, Tuesday, Wednesday, Friday)	
7:45	Campus Supervision Begins
8:00	School Begins
11:00-11:30	Lunch
2:35	Dismissal

Minimum Day Schedule (Thursday and as indicated)	
7:10	Campus Supervision Begins
8:00	School Begins
10:07-10:42	Lunch
12:50	Dismissal

Birthdays

Student birthdays in grades K-5 will be celebrated with a Happy Birthday sticker and card on their designated school assembly day. Due to the increase in student allergies and to prevent disruption to classroom instruction, we ask that families not bring treats for your child’s class. Parents/guardians are welcome to join their child for lunch on their birthday and may sit at their child’s assigned table (as space allows), subject to local and state health orders and administrative discretion.

When visiting campus, please make arrangements for childcare, as siblings are not allowed. All visitors must first check-in at the office with I.D. and must comply with the School’s Visitor Policy.

Counseling Services

Elevate is privileged to have two (2) full-time School Counselor on staff, and on occasion, professional volunteers and interns. These individuals are available to provide services for students in need, including individual counseling, social support, friendship groups, etc. If you believe your child could potentially benefit from these services in order to increase school success, please contact your child’s teacher. Recommendations can also be made by the School Success Team (SST), with parent approval. Additional information about Mental Health resources is available within this handbook and on the Elevate website.

Calendar

A full Academic Calendar for the school year is available for download on our website at www.elevateschool.com under the headings “Parents” and “Academic Calendar.” In addition, an Event Calendar is available online under the headings “Parents” and “Event Calendar.”

Campus Safety

Emergency Drills

Students regularly participate in fire, lockdown, and/or earthquake drills. Procedures and practices are taught to all students and reviewed regularly in order to ensure their safety should a disaster occur. If it becomes necessary to release students from School, only the persons whose names are listed on the students' emergency contact lists are allowed to pick up students. The forms are completed at the beginning of each school year, and should be updated as necessary. Please ensure your information is current.

Emergency Procedures

State regulations require us to have valid emergency numbers on file for every student. Please make certain the office has a current phone listing for you and at least two emergency numbers in the event that you cannot be reached. Should any change occur, please notify the School office of new telephone numbers.

In the event of an emergency, teachers will direct students according to standard safety procedures. The School will communicate time sensitive information to parents/guardians via Elevate's text alert system; sign up for these text alerts on the school website: www.elevateschool.com under the headings "Parents" and "Communications."

General Student Safety

Elevate students must remain on the School grounds during the day, including lunch and recess, and should not enter unsupervised areas.

Electronic Devices

All student cell phones and digital devices, including smart watches, are to be turned off during school hours and kept out of sight. If necessary, students will have access to classroom and office telephones to reach parents for any legitimate reason. Therefore, cell phones may not be used at recess, lunch, or during class time, except in the limited circumstances described below. Elevate assumes no liability for the loss or damage of digital devices or their misuse by another person. If a student's cell phone rings during class time or if a student uses their device during the school day, the device will be confiscated and turned into the office, where it can be picked up by a parent or guardian at the end of the day. These devices create distractions during the school day so we appreciate your adherence to this policy.

Notwithstanding the above, a student will not be prohibited from possessing or using a smartphone under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator of Elevate grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

A copy of the complete Policy is available on our website under "[Policies and Resolutions](#)".

Code of Conduct for a Positive School Environment

We believe that a positive school environment is best achieved when parents, students, and the school work together to create this atmosphere. Outlined below is the Elevate Accountability and Discipline Plan. A more detailed Student “Discipline Policy” is located on the School’s website under the headings “About Us” and “Policies.”

Elevate Parent Accountability

As an Elevate parent, you are invited to partner with us in your child’s education by

- Ensuring your child arrives on time for school each day.
- Providing an opportunity for your child to develop good study habits and incorporate the 7 Habits daily.
- Allowing your child to learn to problem solve and work independently.
- Setting aside time for reading, studying, and project completion.
- Assisting your child in being accountable to themselves and others.
- Providing encouragement and a sense of pride for School activities.
- Monitoring your child for subtle and overt changes that impact academic or personal performance.

Elevate Student Accountability

Students are expected to take ownership of their own learning by

- Following the 7 Habits daily.
- Knowing when homework and assignments are due and hold yourself responsible for completing assignments.
- Always giving your personal best.
- Talking to your parents and teachers about academic or personal conflicts or concerns immediately.
- Practicing Habit #5: Seek First to Understand, Then to Be Understood.

School-wide Code of Conduct

Student safety and well-being is the primary focus of Elevate School. To that end, we see the value of establishing specific rules that must be followed in order for all students to be safe:

- Be proactive; you are responsible for your thoughts and actions.
- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself.
- Always be in a supervised zone.
- Use all equipment and supplies as designed and with care.
- Use your words to solve conflict. If you cannot resolve it on your own, find a teacher or supervisor to help you resolve the conflict.
- All fighting or play fighting will result in a referral to the Campus Dean and may lead to suspension.

Lunchtime Code of Conduct

- Line up at your designated time and in your designated line.
- Put First Things First by focusing on eating during your designated lunch time.
- Use quiet, inside voices.
- Be responsible for yourself and your School by being safe and helping to clean up.

Harassment/Bullying

- Remember that all students have the right to feel safe and free from harassment at school.
- Think Win-Win: make deposits in others' emotional bank accounts and look for a third option when conflict arises.
- Avoid making negative comments and intentionally hurting others with your words or actions.
- Bullying of any kind will not be tolerated.
- Racist comments of any kind will not be tolerated.
- The School's Title IX, Harassment, Intimidation, Discrimination and Bullying Policy is available within this Handbook, can be requested at the main office and is available on the Elevate website.

Alcohol, Tobacco, and Other Drugs

Elevate has a zero-tolerance policy on the use of alcohol, tobacco, and other drugs before school, during school, after school and at School-sponsored activities or events. Suspension is the minimum consequence for the violation of this policy. Selling drugs will result in a recommendation for expulsion.

Weapons on Campus

Weapons are not permitted on campus or at school functions. The Executive Director shall recommend a student's expulsion if a student possesses, sells, or otherwise furnishes any firearm, explosive, or other dangerous object of no reasonable use on school grounds, before and after school, and during school activities without written permission of the Principal or designee. Any item that violates the School's Student Suspension and Expulsion Procedures will be held until a parent conference takes place and/or the violation is reported to law enforcement as appropriate. Imitation weapons of any kind are NOT allowed at school and may result in suspension.

Items Not Allowed At School

As a general rule, if an item has no reasonable use on school grounds, the student has not obtained staff permission to bring the item to school, the item is expensive or a personal technology device and/or the item is not safe, it should not be brought to school. This includes, but is not limited to, stuffed animals, action figures, and trading cards, unless there is a special occasion allowing for the items to be on campus. Administration may make specific changes or additions to restricted items as necessary.

Any confiscated items will be held in the office until it can be returned to the parent and/or law enforcement at the Administration's discretion.

Consequences for Violating the Code of Conduct

Students are encouraged to make positive choices and follow the code of conduct to ensure a positive School culture. However, if a student chooses not to follow the established code, then they choose to accept the consequences of their actions.

Examples of Consequences for Minor Violations:

- Time out
- Loss of privilege
- Task to give back to class/school community (campus clean-up, etc.)

Examples of Consequences for More Severe Violations:

- Parent notification
- Referral to the Executive Director
- Referral to Student Success Team (“SST”) for behavior concerns
- Parent Interventions, which could include the parent being in class with the student
- Suspension from class or school
- Recommendation for expulsion

Restorative Justice Practices

Central to Elevate’s discipline practices is to employ research-based, widely-used strategies for Restorative Justice. These practices are employed in conjunction with California Education Code, and the purpose of these practices is to proactively address student discipline by identifying the root cause of negative behaviors and equipping students with the skills to take ownership of their behavior and constructively resolve conflict. The ultimate goal of Restorative Justice practices is to address racial, ethnic, gender, and ability disparities in exclusionary discipline, especially suspensions. Some Restorative Justice practices that are commonly employed on campus are empowering students with authentic leadership opportunities, facilitating reconciliation meetings between students, and giving students the opportunity to practice active listening. Elevate is committed to training all staff in Restorative Justice practices, and Campus Deans will oversee the implementation of these practices at each campus.

Principles of Restorative Practices

The following principles reflect the values and concepts for implementing restorative practices:

1. We acknowledge that relationships are central to building and maintaining our Elevate community.
2. Builds systems that address misbehavior and harm in a way that strengthens relationships. Restorative practices are effective at addressing the disproportionality of discipline on students of color.
3. Focuses on the impact of an individual’s choices on our Elevate community rather than only on rule-breaking. Restorative practices give us new tools to replace outdated and ineffective methods of punishment and suspension.
4. Gives voice to all people impacted.
5. Engages in collaborative problem solving. We believe blame, shame, punishment, and exclusion does not work for our students, our teachers or our community.
6. Empowers change and growth.
7. Enhances responsibility and restoration of trust. Students are not defined by their misbehavior, but rather are given an opportunity to learn and repair relationships.

The primary professional training resource used with school staff will be The Restorative Practice Playbook: Tools for Transforming Discipline In Schools (Fisher et al., 2022).

Coffee with the Directors

This gathering is an informal opportunity to connect with other parents, hear about happenings at school and share ideas and concerns. It is typically held monthly immediately following the school assembly, subject to local and state health orders. Please contact the office to find out the exact dates for each month.

Communication

Effective communication with families is very important to us. We will communicate regularly with families in a variety of ways; the main sources being a regular e-newsletter and our School website. For more time sensitive information, we will use our text messaging system.

To receive School emails and text messages, please sign up online for both distribution lists at www.elevateschool.com under the headings "Parents" and "Communications." After signing up, if you are not receiving e-newsletters, please refer to the trouble shooting tips on the Communications webpage and/or contact the main office.

If concerns arise during the school year, parents are encouraged to speak first with their classroom teacher (if applicable). Appointments with Mr. Elliott can be scheduled through the School office.

Curriculum

With the exception of the iReady/ReadyMath program, Elevate School does not purchase multiple pre-packaged curricula. Educational resources are provided for each student as used in each content area, and students are expected to reasonably care for assigned books. Full replacement price will be charged for all lost resources and a fee will be incurred for willfully damaged materials, in accordance with Elevate's procedures for Lost or Damaged School Property.

Dress Code

Please note that the site administrator may modify this dress code at any time in consideration of student safety to and promote a healthy learning environment.

Tops:

All students are asked to wear a navy blue or gray solid color polo. Optional polos with the Elevate logo may be purchased from Educational Outfitters. Any logo other than the elevates logo must be smaller than one (1) square inch.

Bottoms:

All students are asked to wear navy blue or khaki pants, shorts, skort or skirt (with "cartwheel shorts"). These may be purchased from any retail clothing provider. Yoga pants, suspender jumpers, dresses, and other alternatives are not approved for school. Leggings of a neutral color may be worn under uniform bottoms but may not be worn by themselves.

Footwear:

Shoes must be closed-toe and without wheels. Athletic shoes are recommended, as students will participate in physical activity on most school days.

Outerwear:

Elevate's approved outerwear is any plain navy or gray sweater or sweatshirt without graphics, branding, or lettering. (Zippers and hoods are optional.) These may be purchased from any retail clothing provider. Zippered, hooded sweatshirts with an embroidered Elevate logo are also available for purchase through Educational Outfitters. Solid long-sleeved t-shirts and leggings in either navy blue or gray may be worn underneath the school uniform.

Other Guidelines:

Clothing should be neat, clean, properly fitted, in good condition, and without tears or holes. Students may not dress in a manner that creates a safety hazard or that distracts from the learning process. This includes, but is not limited to:

- Hats and sunglasses may not be worn indoors. However, religious headwear will be permitted.
- Shorts and skirts must be an appropriate length. When standing straight, the child's fingertips should not be lower than the hem.
- Attire (including clothing, jewelry, and other accessories) which may be a safety hazard to the wearer or others, is not permitted (e.g. wallet chains, chain necklaces, body jewelry).

Grooming and Hygiene:

- Personal hygiene is important for all students and helps them to stay healthy, feel confident, and work better at School.
- Hair must be neatly groomed and styled in a way so that it does not interfere with the student's vision.

Spirit Day Dress

Throughout the school year there are certain days where students are able to participate in Spirit Days and/or able to wear non-uniform clothing. Announcements for these special days and their specifications will be in the online School calendar and the School newsletter. All clothing worn in these instances must be School-appropriate. Shoes should follow uniform dress code unless otherwise specified.

Dress Code Violations

If a student is not dressed or groomed in accordance with the Dress Code, the teacher will bring it to the student's attention. If available, appropriate clothing may be loaned to the student to assist with adherence to the dress code. Any loaned articles of clothing must be laundered and returned to the office the next day.

Please call the office for assistance or questions. Although it is not possible to anticipate every style or trend, unacceptable items not addressed in the Uniform Policy will be addressed on an individual basis by the School Administrative staff and brought to the attention of the parent(s)/guardian(s).

Conferences

As a school that is implementing the Leader in Me program (www.theleaderinme.org), students will take an active role in Parent/Student/Teacher Conferences. These meetings are held twice annually (Fall and Spring) in order for parents to receive a detailed assessment of their child's performance. During conferences, students share their goals and parents/guardians can ask questions concerning their child's progress. Throughout the school year, parents are always welcome to contact teachers to arrange a special conference if necessary. Teachers may request a parent conference at any time as well.

Field Trips

Field trips may be planned by the classroom teacher in alignment with the current unit of study, and these field trip opportunities will be communicated to families. Students who plan to attend field trips must submit permission slips provided by the classroom teacher. Elevate students will follow School

rules at designated field trip locations and will listen to and follow the directions of parent volunteers, drivers, and field trip coordinators for the duration of the field trip.

Health and Safety

Accidents

In the case of most minor scrapes and falls, a capable and caring staff member will treat students. Should the injury be determined to be serious, parents/guardians and/or those designated on the emergency cards will be notified. Emergency medical services will be summoned as necessary. Parents/Guardians shall maintain current student medical information (including insurance information) on file with Elevate.

Child Abuse

In accordance with California State Law, all members of our staff are mandated reporters and are obligated, under penalty of a fine or jail term, to report the reasonable suspicion of abuse or neglect.

Contagious Diseases

The following communicable diseases must be reported to the school office: COVID, chicken pox, lice, pink eye, strep throat, and measles. Please contact the School as soon as possible, but in no event later than twenty-four (24) hours following diagnosis so that appropriate measures may be considered. Students must be cleared through the office before returning to class.

Illness

Students should not come to school when ill. If a student becomes ill or is injured while at school, a parent will be contacted to pick up the student. It is important that parents pick up their sick or injured child immediately for the care and comfort of the child and to maintain the health of other students.

Parents are asked to keep students at home if any of the following symptoms are present:

- High fever (Students should be fever-free for 24 hours before returning to school.)
- Nausea and vomiting (Students should wait 24 hours before returning to school.)
- Evidence of a communicable disease
- Severe headache or severe stomach ache
- Spasms or convulsions
- Any severe accident including deep cuts or bleeding
- Persistent coughs
- Rash

Medications

Any prescription medication brought to School must be in original containers and accompanied by a completed Permission to Administer Prescription Medication Form signed by the student's authorized healthcare provider and parent/guardian. This form is available in the School office and includes the name of the medication, method, amount, and time schedules by which the medication should be taken. All forms must be updated annually, and more frequently if the medication dosage, frequency of administration, or reason for administration changes. The student must come to the office to take the medication at the appropriate time.

The office carries a supply of over-the counter medications for common ailments, such as Ibuprofen, Tylenol, and antacids. Administration of these medications must be approved by a parent/guardian

before they can be administered through a Permission to Administer Prescription Medication Form.

All administration of medication will be provided in accordance with Parent and healthcare provider directions and documented by office staff.

Physical Education (“P.E.”) Excuses

Students are expected to participate in P.E. every week. A student may be excused from an activity if a parent has written and signed an excuse note explaining the illness/injury. This excuse is valid for no more than 3 consecutive days. To be excused for a period longer than 3 days, a written statement from the doctor is required.

Physical Exam

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 pupils 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. Parents/guardians needing assistance meeting the requirements can call 800-675-2229. You are encouraged to complete this exam at kindergarten entry to make sure your child is healthy and ready to learn.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school a written and signed statement stating that they 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.

Students are screened for vision, hearing and scoliosis. Further, Elevate School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Homework

While Elevate does not have an official homework policy, our belief is that all learning experiences and work must be purposeful. This is true whether it is completed during the school day or at home. Students benefit from supported or independent reading of books that are closely matched with their reading level, and students will be expected to read daily at home. Students also benefit from focused practice of recently acquired skills and learning, but homework will not be given for homework’s sake.

Internet Use

Access to the Internet will enable students to explore libraries, databases, and information resources. Parents/guardians should be aware that some material on the Internet may contain items that are objectionable or inaccurate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources, exceed the disadvantages. Students will be accessing the Internet in their classrooms with an authorized adult

present for guidance. Ultimately, however, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using information sources. Any damage to school property will be addressed in accordance with Elevate's Lost or Damaged School Property Procedures.

Internet Access Rules for Students

Students and parents/guardians are asked to sign an agreement included in the enrollment packet that outlines the following rules for student use:

1. I will follow the directions of my teacher/adult leader while at the computer.
2. I will not make copies of anything I find on the computer without adult permission.
3. I will keep my password private and not share it with anyone else. I will use only my password when I am on the computer. I will not ask for or use anyone else's password. If I find out someone else's password, I will tell that person and an adult so the password can be changed.
4. I will not use words, pictures, drawings, etc. that are not allowed at school or home. That includes drugs, threats, violence, and unkind words.
5. I may not sell or buy anything on the computer.
6. I will not give out my (or anyone else's) full name, address, or phone number to anyone without my parent/guardian and teacher's permission.
7. I will treat the computer equipment and other users' work carefully and not damage it in any way. I understand that if I do, I may have to pay for fixing the damage if it was done on purpose.
8. I agree to follow the above rules and understand that if I break them I may not be allowed to use the computers again and may have other consequences.

Lost and Found

All student items (clothing, lunches, backpacks, and other important items) should be clearly labeled with the child's name. If an item is lost, students or parents may check the Lost and Found bin in the School office. Loss or damage to anything brought to school remains the responsibility of pupils and parents. At the end of each trimester, unclaimed lost and found items will be donated to charity.

Lost or Damaged School Property

If a student willfully damages Elevate's property or the personal property of a Elevate employee, or fails to return a textbook, library book, computer/tablet or other Elevate 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 Elevate may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Elevate will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Media Consent

Members of the media, including newspaper photographers and television camera crews, may visit our campus during the school year to photograph and/or interview children. Parents are asked to complete

a Media Release form included in the enrollment packet so that your child may participate. Except for a media request on a controversial matter, for which you would be notified separately, the permission will cover the entire School year. Your signature also permits Elevate School to use your child's photographs, exemplary school work, or interviews in our own publications and on our website.

Mental Health Services

Elevate School works to provide a variety of services to meet the mental health needs of all of our students. Promoting the social emotional needs of our students is a high priority for our school. The Mental Health Service Team at Elevate consists of the school Counselors, school Psychologist, Occupational Therapist, Speech Therapist, and school Nurse.

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:

- Tier 1 provides school-based prevention and interventions for all students. As a Leader In Me school, students are taught leadership principles weekly to encourage them to be strong leaders and learn how to socially and emotionally interact with others. We also implement a social emotional curriculum called 2nd Step that is taught by our school Counselor. Each classroom has a behavior reinforcement system and our school implements a school-wide positive reinforcement system.
- Tier 2 services are focused on students who are in need of additional support due to a variety of factors. Elevate has an SST process to help identify students who are in need of additional support. Elevate offers small group counseling sessions for students who are struggling with emotional and social issues. Students that are identified by school staff are referred to the school counselor who oversees these groups. Parents can also contact the School office to refer their child for counseling.
- Tier 3 services are more tailored to high-risk students. Individual counseling and small group counseling services are available and the school Counselor and school staff work closely with the parents to work together to support the student. Elevate works closely with community partners who run programs for our Tier 3 students.
- Special education services – if you believe your child may have a disability, you can get more information about an evaluation by contacting the Education Specialist at your child's campus or calling the school office at (858) 751-4774.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact our School Nurse, Danielle Alden, at (858) 751-4774

Community Resources are available on our School Website under Family Resources/Counseling Services. These Include:

- San Diego Youth Services 619-221-8600
- San Diego County 24-Hour Emergency Access & Crisis Line 888-724-7240

- San Diego County 24/7 hotline that provides free, confidential access 2-1-1 to services, resources and programs

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.

Nutrition

Snacks and Lunches

Elevate will offer breakfast and lunch daily. Elevate participates in the National School Lunch Program. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the Elevate website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office. Elevate will provide two (2) nutritionally adequate meals per school day to each student who requests a meal, without consideration of the student’s eligibility for a federally funded free or reduced-price meal. Each student may receive a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade 8.

Your child may also choose to bring a healthy lunch from home, to be kept in the classrooms or other designated storage area. Please encourage your child to bring home any food they do not eat so that you will know what they are eating. Please mark all food packages brought from home with the student’s first and last name and include utensils when necessary. Parents/guardians of younger students are encouraged to send your child to school with food containers that your child can open and close independently. Food is confined to designated eating areas and students are taught at the beginning of the school year where to properly discard trash.

At Elevate, we promote healthy eating habits.

- Snacks: All children have a morning nutrition break. Children are encouraged to bring healthy snacks to eat at this time, i.e. fruit, crackers and cheese, etc. and avoid unhealthy snacks, such as sugary food.
- Lunch: We have partnered with Top Notch Catering for our lunch program and will be offering hot and cold options for lunch on a daily basis. We are confident that our students and families will be well served. Please be on the lookout for separate communications sent out which will include more details.

We ask that you review the following lunch procedures with your child:

- Lunch food **MUST** be consumed at the lunch tables, no exceptions.
- Students must sit at designated tables while eating.

- Students must sit for 15 minutes at their tables before being excused.
- Students may not walk or run with food in their mouths.
- Students must keep hands, feet, and food to themselves.
- Students may not share food with others.
- To be dismissed after the first 15 minutes, students must:
 - Make sure their area is clean
 - Remain seated
 - Wait to be individually dismissed by an adult
- Students must throw trash in the appropriate trash containers when dismissed.
- Students must walk from the lunch area to the recess area after being dismissed.
- Parents visiting during lunch may sit at their child's assigned table (subject to local and state health orders and as space allows) but must first check-in at the office with I.D. and comply with the School's Visitor Policy.

Elevate School is an equal opportunity provider. For more information, please visit <https://www.cde.ca.gov/ls/nu/cr/crfactsheet.asp>.

Office Hours

Serra Mesa Campus

Monday through Friday, 7:45 am - 3:30 pm

Tierrasanta Campus

Monday, Tuesday, Wednesday, Friday: 8:00 am - 3:30 pm
Thursday: 8:00 am - 1:15 pm

Middle School Campus

Monday, Tuesday, Wednesday, Friday: 7:30 am - 3:00 pm
Thursday: 7:30 am - 1:15 pm

Promotion and Retention

When a student's grades or assessments fall below the set standards, a Student Success Team (SST) comprised of teacher and administrator meets with parents/guardians to discuss recommendations for promotion or retention. The School will make every attempt to consult and work with parents to help support students' academic challenges throughout the year.

Report Cards/Progress Reports

Report Cards will be issued at the end of every trimester. These will include academic performance goals, study habits, citizenship, and teacher comments.

Student Support Services

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. Students experiencing academic or behavioral difficulties may be referred to an SST, a meeting which may include the student,

parents, teachers, administrator, and counselor or other specialist to discuss strategies and design an improvement plan to facilitate student success. Teachers or parents may refer a student to an SST at any time during the School year.

Technology Devices

All Elevate students have access to individually assigned or shared technology devices, such as tablets or laptop computers and their accessories. Parents must sign a technology Acceptable Use Agreement for these devices and agree to take responsibility for loss or damage in order for students to have access to these resources.

Transportation and Parking

Bicycles

Any student riding a bicycle to school must have on file in the office a permission slip/liability release signed by both a parent/guardian and the student. This form may be obtained in the office. Students in 3rd – 8th grade may ride to school alone with parental consent once this form is on file, however, students in K – 2nd grade must be accompanied to school by an adult 18 years of age or older at all times.

Drop-off and Pick-up

Student safety is always our primary concern. Parents/guardians are responsible for dropping off and picking up their child(ren) at the designated times in designated areas. Please be courteous toward neighboring businesses and residents concerning parking and designated Elevate drop-off and pick-up zones.

At arrival, parents who choose to park and walk with their students should bring them to the entry gate and say goodbye; parents are not permitted to walk their students to the classroom. However, during the first week of school, kindergarten parents may stay with students and walk them to class. After the first week, they are asked to say goodbye at the gate to encourage acclimation to School procedures and culture.

At arrival and dismissal, parents/guardians are expected to exercise patience and consideration at all times. Pick-up and drop-off attendants will assist to ensure an efficient process. Please treat these individuals with respect.

- Students may be dropped off beginning at 7:50 am at the Serra Mesa campus, 8:10 am at the Tierrasanta campus, and may not be left unattended before this time.
- Students arriving to school after the start of school may be considered late and/or tardy and must report to the office to receive a tardy slip before being admitted to the classroom. (See the *Attendance* section for details.)

If a person besides the parent/guardian is picking up the student during school hours, their name must be included on the approved student's pick-up list and they will need to provide government issued I.D. Contact the School office to add to or remove names from the student's approved pick-up list.

For Serra Mesa Campus only: When using the designated car lanes for pick-up, all vehicles must have the Elevate car hangers clearly displayed with student's grade, teacher's name, and student's

first and last name. Additional car hangers can be picked up from the School office.

Important: Please refer to the website for more details regarding drop-off and pick-up procedures for each campus – some procedures differ at each campus. This information is located under the headings “Parents” and “Drop-off & Pick-up Procedures.”

Visitors

To ensure student safety, all visitors (including volunteers, parents/guardians, etc.) must sign in upon arrival with a state-issued I.D. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering School grounds, and proof of identity. All visitors will receive a visitor badge to be worn at all times. Before leaving the campus, visitors must sign out with the office. Visitors who do not comply with campus policies will be asked to leave the premises. Visitors are expected to comply with all local and state health directives as well as requests from school administration while on the school campus.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Elevate shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant, or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Elevate, consistent with the law. The Elevate Governing Board and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a School site or contact a student for immigration-enforcement purposes, as recommended by the Attorney General.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

Serra Mesa visitor check-in occurs in the school office. Tierrasanta Campus check-in begins in the lobby of Vista Grande Elementary School. In this lobby, use the public phone to call Elevate’s office (number is posted), someone can meet you in the lobby and escort you to our office.

Special note: Parents/guardians do not need to check-in when attending school assemblies (or other special events held in the Multi-Purpose Room); they may go directly to the Multi-Purpose Room. If parents remain on campus to volunteer, they will need to check-in to obtain a volunteer badge.

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00, or imprisonment in the County jail for a period of up to 6 months or both.

Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable by a fine of no less than \$500.00 and no more than \$1,000.00, or by imprisonment in a County jail for no more than 1 year, or both the fine and imprisonment.

Disruptive conduct may lead to Elevate's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to 3 years.

Volunteering

Research shows that active parent involvement within the school community positively affects children's education. Therefore, every Elevate family is strongly encouraged to volunteer in any way that they can. Opportunities for volunteering on campus will be limited as needed to accommodate local and state health directives and ensure the safety of our school community.

No student's enrollment status, grades, or participation in educational activities will be affected by that student's family's inability to volunteer.

Such volunteer activities may include copying, filing, chaperoning, teaching/demonstrating, assisting, sharing of special talents, organizing events, or other tasks as requested by staff. Such service may take place during the school day, evenings, or even on weekends. Please consult the School newsletter, website, office staff, or your child's teacher for available opportunities.

Please note that information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.

Families are responsible for recording/reporting their own service hours by using our online volunteer management system, Raptor. Volunteer Kiosks are located on both campuses for checking in and out.

When volunteering on campus, please make arrangements for childcare for other children, as siblings are not allowed when volunteering.

Parents are welcome to volunteer in the classroom at the teacher's discretion and should arrange this in advance with the teacher. Volunteers may not serve in classrooms for the first 2 weeks of school (or per teacher's preference) to allow teachers to establish important routines with students.

Our desire is to welcome parent participation while minimizing disruptions to the students' learning environment. Therefore, when volunteering in the classroom, it is requested that volunteers not talk to the students or use classroom time for discussions with the teacher. A conference may be scheduled with the teacher if you wish to discuss aspects of the classroom curriculum or a child's progress.

How to Volunteer

For student safety, all campus volunteers must submit an online Raptor Volunteer Application and a tuberculosis risk assessment (TB test) with negative results to the School office (TB tests are valid for 4 years).

The Raptor Volunteer Application includes a national background check (with a fee of \$15), which can take up to 2 weeks. Therefore, the application needs to be submitted at least 2 weeks prior to your first volunteer opportunity. Once cleared, clearance is good for 3 years. Volunteers who will volunteer

outside of the direct supervision of a credentialed employee will also be fingerprinted prior to volunteering.

The first time you volunteer on campus, you must check in with the office with your driver's license or state I.D. If you are active duty military, you will also need to show your active duty military card.

Volunteers must follow the visitor guidelines above for signing in and out and wearing a volunteer badge (provided when you check in).

Annual Notices

Availability of Prospectus

Upon request, the 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 School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Assessment of Student Performance and Progress ("CAASPP")

As discussed above in more detail in the Handbook, the School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her 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.

California Healthy Kids Survey

The Charter School may administer the California Healthy Kids Survey ("CHKS") to students in grades 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.

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.

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter 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 School is responsible for identifying, locating, and evaluating children enrolled at the 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 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 Karla Sanchez, Director of Special Education, 858-751-4774, ksanchez@elevateschool.com.

[The complete Special Education policy is available for review on the school website.](#)

Dangers of Synthetic Drug

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 Highly Mobile Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available on our website under [“Policies and Resolutions”](#).

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

1. “Foster Youth” means any of the following:
 - a. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
 - b. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
 - f.
2. “Former juvenile court school pupils” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
3. “Child of a military family” refers to a student who resides in the household of an active duty

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

military member.

4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her 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. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

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

Cassandra Bahr
TS Administrative Assistant
2285 Murray Ridge Road, CA 92123
858-751-4774
cbahr@elevateschool.com

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 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/juvenile court youth 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: 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.

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, 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. 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.

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

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ juvenile court 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/juvenile court 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.

English Learners

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

Free and Reduced-Price Meals

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, 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. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for free or reduced-price meals are available online and emailed to all families. Applications can also be obtained from the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

The complete policy is available for review on the school website. The School also maintains a Student Wellness policy, which is likewise available for review on the website.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 USC 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 School Liaison.

School Liaison: The Executive Director designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C)):

Alicia Hithe, TS Administrative Assistant
2285 Murray Ridge Road
San Diego, CA 92123
858-751-4774

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

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 Elevate.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Elevate.
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 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 Elevate charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The 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 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 pupil is reasonably able to complete the requirements in time to graduate. 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.

For any homeless student who enrolls at the School, a copy of the School’s complete policy shall be provided at the time of enrollment. A copy of the complete policy can be located on the website under the headings “About Us” and “Policies.”

Human Trafficking Prevention

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

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

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

Immunizations

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

These required immunizations include:

Child’s Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if</p>

	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.
Entering 7 th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox)- Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7 th 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.

Involuntary Removal Process

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

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

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian

requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

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

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

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, 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 will be released.

Nondiscrimination Statement

Elevate 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.

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

Elevate does not discourage students from enrolling or seeking to enroll in Elevate 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. Elevate shall not encourage a student currently attending Elevate 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 Elevate's charter and relevant policies.

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

Elevate 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.

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

Ryan Elliott, Executive Director
2285 Murray Ridge Road
San Diego, CA 92123
858-751-4774

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

Oral Health Assessment (“OHA”) for K-1

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

Parent and Family Engagement Policy

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

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.

Pupil Records, including 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 School receives a request for access. Parents or eligible students should submit to the School's Executive Director or designee a written request that identifies the records they wish to inspect.

The 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 School to amend a record should write the School's Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. Elevate will respond within thirty (30) days of the receipt of the request to amend. If the School decides not to amend the record as requested by the parent or eligible student, the 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 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 School officials with legitimate educational interests. A School official is a person employed by Elevate 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 Board of Directors of Elevate. A school official also may include a representative from San Diego Unified School District as part of its oversight, a volunteer, consultant, vendor or an independent contractor outside of Elevate who performs an institutional service or function for which Elevate would otherwise use its own employees and who is under the direct control of Elevate with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or 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 school official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the 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 the 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 Elevate to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to 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 School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees 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 pupil intends to enroll. Elevate will make a

reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Elevate 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 hearing pursuant to Section (IV)(3) above;

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 Elevate 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 pupil’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 Charter School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by 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 final results of the disciplinary proceedings conducted by Elevate with respect to that alleged crime or offense. Elevate may disclose the final results of the disciplinary proceeding, regardless of whether Elevate 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 prior written consent. Outside organizations include, but are

not limited to, companies that manufacture class rings or publish year books. Elevate 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. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Student ID number, user ID, or other unique personal identified 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.)
14. Participation in officially recognized activities and sports
15. Weight and height of members of athletic teams

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

Ryan Elliott, Executive Director
2285 Murray Ridge Rd
San Diego, CA 92123
858-751-4774

A complete copy of the School's "Educational Records and Student Information Policy" can be located on the website under the headings "About Us" and "Policies."

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.

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.

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:

Ryan Elliott, Executive Director
2285 Murray Ridge Rd
San Diego, CA 92123
858-751-4774

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 Safety Plan

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

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.

Section 504

The 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 Elevate. 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 School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director or designee. A copy of the School's Section 504 policies and procedures can be located on the website under the headings "About Us" and "Policies."

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

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

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

Student Freedom of Speech and Expression Policy

The Board of Directors of Elevate Elementary ("Elevate" or the "Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

A copy of the complete Policy is available on our website under "[Policies and Resolutions](#)".

Surveys About Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her 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 Executive Director at relliott@elevateschool.com to obtain this information.

Uniform Complaint Procedure

Elevate is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs.

Elevate 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 actual or perceived characteristics of age, ancestry, color, immigration/citizenship status, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any Elevate program or activity.
2. Complaints alleging violation of state and/or federal law or regulation governing the following programs including but not limited to:
 - 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; and/or
 - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees.. A pupil 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 Office 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 other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Ryan Elliott, Executive Director
2285 Murray Ridge Rd
San Diego, CA 92123

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 Elevate’s Board of Directors approved the LCAP or the annual update was adopted by Elevate.

The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

1. The complainant has a right to appeal the School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) days of the date of the Elevate's decision, except if Elevate 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 School and a copy of the 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: Elevate failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Elevate's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Elevate's Decision are not supported by substantial evidence.
4. The legal conclusion in Elevate's Decision is inconsistent with the law.
5. In a case in which Elevate's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Elevate'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 Elevate finds merit in a UCP complaint, or the CDE finds merit in an appeal, Elevate 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 his/her right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge on the School website under the headings “About Us” and “Policies” and 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.

Complete Policies

Suicide Prevention Policy

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

The full policy can [be accessed here](#).

Student Suspension and Expulsion Policy

Students learn best in a safe and healthy environment where there are clear expectations about behavior and where students, faculty, administration and staff are all valued and respected. To maintain and protect this type of environment, it is therefore necessary to establish and implement student discipline policies. Written policies regarding student discipline help all individuals know what the expectations are and set forth the procedure to be followed when individuals deviate from those policies so that they are applied in a fair and even-handed manner. Students learn best in a safe and healthy environment where there are clear expectations about behavior and where students, faculty, administration and staff are all valued and respected. To maintain and protect this type of environment, it is therefore necessary to establish and implement student discipline policies. Written policies regarding student discipline help all individuals know what the expectations are and set forth the procedure to be followed when individuals deviate from those policies so that they are applied in a fair and even-handed manner.

Student discipline issues can fall anywhere on the spectrum from occasional class disruptions that are resolved with a warning all the way through to expulsion, which is the most serious discipline available.

Elevate's complete Suspension and Expulsion Policy can be accessed on [our website here](#).

Employee Interactions with Students

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

- a. Getting parents' written consent for any after-school activity.

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

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

REVISION DATE: [INSERT]

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, 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), immigration status, 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, Elevate 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. Elevate school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Elevate will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Elevate does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers actions and relationships, regardless of position or gender. Elevate will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Elevate, 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"):

Ryan Elliott, Executive Director
2285 Murray Ridge Road

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. 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 Elevate.

Elevate 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 or employee's performance more difficult because of the student or employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work 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 student² 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 Elevate.

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

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

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

² "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.

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 Elevates education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Elevate investigate the allegation of sexual harassment.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

Elevate 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.

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

2. Education

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

Elevate 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 student's based on protected characteristics.

Elevate'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.

Elevate informs Elevate 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

Elevate 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 Elevate employees who have regular interaction with Students.

Elevate 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

Elevate also informs certificated employees about the groups of students determined by Elevate, 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.

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

Grievance Procedures

1. Scope of Grievance Procedures

Elevate 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 Elevate 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, Elevate will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is 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:

Ryan Elliott, Executive Director
2285 Murray Ridge Road
San Diego, CA 92123
858-751-4774

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. Elevate 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 Student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Elevate 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.

Elevate 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 Elevate’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Elevate’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. Elevate 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 Elevate 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 Elevate, 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 Elevate prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- Elevate 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 Elevate’s policies.
- Elevate may remove a respondent from Elevate’s education program or activity on an emergency basis, in accordance with Elevate’s policies, provided that Elevate 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, Elevate may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Elevate 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.
 - Elevate 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. Elevate 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, Elevate 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 Elevate'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 Elevate policy.
 - Elevate 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 Elevate; or
 - The specific circumstances prevent Elevate 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, Elevate 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.
 - Elevate 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 Elevate'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 Elevate or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Elevate in response to a formal complaint of sexual harassment.

6. Right of Appeal

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____