

Learning to live in the
Real World



Guajome Park Academy
Student Handbook
2009/2010 School Year

Mascot: Frog

Colors: Teal & Black

Motto: *"A theme park for the mind and a home for the heart"*

Web Page: www.guajome.net

Grades: 6 -12

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GPA ADDRESS AND PHONE:

2000 North Santa Fe
Vista, CA 92083
(760) 631-8500
FAX: (760) 631-8503

Administration

Charter School Superintendent/CSS – ext.1222

Assistant Site Administrator – ext. 1055

Site Manager – ext. 1222

Office Assistant – ext. 1223

Office Manager – ext. 1110

Receptionist – ext. 1000

Registrar - ext. 2014

Attendance – ext. 1122

Health Attendant – ext. 1124

Human Resources

Chief Business Officer – ext. 1207

Director of Finance – ext. 1208

Executive Fiscal/Personnel Assistant – ext. 1212

Account Specialist – ext. 1213

Administrative Operational Specialist – ext. 1214

School Resource Office

Counselors – Grades 6-8 - ext. 1205

- Grades 9, 10 - ext. 1075

- Grades 11, 12 - ext. 1076

Office Assistant – ext. 1210

Special Resources

High School and Middle School – ext. 3116

Athletic Directors – ext. 1000

I.B. Coordinator – ext. 3028

I.B.M.Y.P. Coordinator – ext. 3026

School Psychologist – ext. 1015

Speech Therapist – ext. 1070

Cafeteria – ext. 2247

Library – ext. 1120

Expected School Wide Learning Results (“ESLR’s”)

International Baccalaureate (“IB”) Learner Profile

The IB learner profile is the International Baccalaureate Organization (“IBO”) mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education and includes a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.

As an IB school, GPA’s aim is to develop all students in becoming internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

GPA’s expected school-wide learning results are based on the IB learner profile. The expectation for students is to become:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

GUAJOME PARK ACADEMY

“Because Great Minds Grow in Different Ways”

PURPOSE: To be a learning organization that makes a difference for all learners.

COMMITMENT: To provide community-based, integrated, real world projects or problems that tap into each student’s unique learning style.

VISION: Imagine a theme park for the mind that is continuously invented and reinvented by a community of people who are energetic, playful, responsible, caring, and committed to learning. See the high level of academic achievement in exhibitions, project awards, and special events that are a way of life. Notice the presence of all age groups making connections with one another through the work they do, the problems they solve, and the experience, strength, and hope they share. See the use of technologies everywhere to invent the future, examine the past, and make sense out of today. Move through a main street filled with business, professional, and service activities; discover the side streets that lead to national and international neighborhoods where customs, culture, and history are an interactive theater of life. Appreciate the music, art, drama, and physical movement present everywhere and used by all as a way to nurture body, mind, and spirit. Sense the presence of professionals committed to achieving extraordinary results in each moment of every ordinary day, and children of all ages discovering the champion within. This is Guajome Park Academy, an adventure for the mind and a home for the heart.

MISSION: The mission of GPA is to educate all learners to be responsible, thinking, communicating, and contributing citizens of our nation who live and work in a global society, producing results that are second to none.

GPA High School Bell Schedule 2009/2010 School Year		
MONDAY		
PERIOD	TIME	MINS
1	7:40-8:20	40
PASSING	8:20-8:25	5
2	8:25-9:00	35
BREAK	9:00-9:10	10
PASSING	9:10-9:15	5
3	9:15-9:50	35
PASSING	9:50-9:55	5
4	9:55-10:30	35
PASSING	10:30-10:35	5
5	10:35-11:10	35
PASSING	11:10-11:15	5
6	11:15-11:50	35
LUNCH	11:50-12:25	35
PASSING	12:25-12:30	5
7	12:30-1:05	35
PASSING	1:05-1:10	5
8	1:10-1:45	35
TUESDAY THROUGH FRIDAY		
BLOCK	TIME	MINS.
1	7:40-9:15	95
BREAK	9:15-9:25	10
PASSING	9:25-9:30	5
2	9:30-10:55	85
PASSING	10:55-11:00	5
3	11:00-12:25	85
PASSING	12:25-12:30	5
ADVISORY/TUTORIAL	12:30-1:00	30
LUNCH	1:00-1:35	35
PASSING	1:35-1:40	5
4	1:40-3:05	85
5 (9 th Period)	3:15-4:50	95
Minimum Days		
BLOCK	TIME	MINS.
1	7:40-8:40	60
PASSING	8:40-8:45	5
2	8:45-9:40	55
PASSING	9:40-9:45	5
3	9:45-10:40	55
PASSING	10:40-10:45	5
4	10:45-11:45	60
Modified Days		
BLOCK	TIME	MINS.
PASSING	7:35-7:40	5
1	7:40-8:40	60
PASSING	8:40-8:45	5
2	8:45-9:40	55
PASSING	9:40-9:45	5
3	9:45-10:40	55
PASSING	10:40-10:45	5
4	10:45-11:45	60
ADVISORY	11:45-12:15	30
PASSING	12:15-12:20	5
LUNCH	12:20-12:50	30

GPA Middle School Bell Schedule 2009/2010 School Year		
MONDAY		
PERIOD	TIME	MINS.
1	7:45-8:20	35
PASSING	8:20-8:25	5
2	8:25-9:00	35
BREAK	9:00-9:10	10
PASSING	9:10-9:15	5
3	9:15-9:50	35
PASSING	9:50-9:55	5
4	9:55-10:30	35
PASSING	10:30-10:35	5
5	10:35-11:10	35
PASSING	11:10-11:15	5
6	11:15-11:50	35
PASSING	11:50-11:55	5
7	11:55-12:30	35
LUNCH	12:30-1:05	35
PASSING	1:05-1:10	5
8	1:10-1:45	35
TUESDAY THROUGH FRIDAY		
BLOCK	TIME	MINS.
1	7:45-9:15	90
BREAK	9:15-9:25	10
PASSING	9:25-9:30	5
2	9:30-10:55	85
PASSING	10:55-11:00	5
3	11:00-12:25	85
LUNCH	12:25-1:00	35
PASSING	1:00-1:05	5
ADVISORY/TUTORIAL	1:05-1:35	30
PASSING	1:35-1:40	5
4	1:40-3:05	85
5 (9 th Period)	3:15-4:50	95
Minimum Days		
BLOCK	TIME	MINS.
1	7:45-8:40	55
PASSING	8:40-8:45	5
2	8:45-9:40	55
PASSING	9:40-9:45	5
3	9:45-10:40	55
PASSING	10:40-10:45	5
4	10:45-11:45	60
Modified Days		
BLOCK	TIME	MINS.
PASSING	7:40-7:45	5
1	7:45-8:40	55
PASSING	8:40-8:45	5
2	8:45-9:40	55
PASSING	9:40-9:45	5
3	9:45-10:40	55
PASSING	10:40-10:45	5
4	10:45-11:45	60
LUNCH	11:45-12:15	30
PASSING	12:15-12:20	5
ADVISORY	12:20-12:50	30

GPA - Middle School Assembly Day Schedule		
Assembly Day		
BLOCK	TIME	MINS.
1	7:45-9:00	75
BREAK	9:00-9:10	10
PASSING	9:10-9:15	5
2	9:15-10:35	80
PASSING	10:35-10:40	5
3	10:40-12:00	80
LUNCH	12:00-12:35	35
PASSING	12:35-12:40	5
ASSEMBLY/ADVISORY	12:40-1:40	60
PASSING	1:40-1:45	5
4	1:45-3:05	80
5 (9 th Period)	3:15-4:50	95

GPA - High School Assembly Day Schedule		
Assembly Day		
BLOCK	TIME	MINS.
1	7:40-9:00	80
BREAK	9:00-9:10	10
PASSING	9:10-9:15	5
2	9:15-10:35	80
PASSING	10:35-10:40	5
3	10:40-12:00	80
PASSING	12:00-12:05	5
ASSEMBLY/ADVISORY	12:05-1:05	60
LUNCH	1:05-1:40	35
PASSING	1:40-1:45	5
4	1:45-3:05	80
5 (9 th Period)	3:15-4:50	95

EXPEDITIONARY LEARNING CENTER		
Monday through Friday		
PERIOD	TIME	MINS.
1	8:00-9:00	60
2	9:00-10:00	60
3	10:00-11:00	60
4	11:00-11:45	45
BREAK	11:45-12:00	15
5	12:00-1:00	60
6	1:00-2:00	60
7	2:00-3:00	60

Guajome Park Academy 2009-2010 SCHOOL CALENDAR

Month	M	T	W	Th	F
July			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
August	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
September		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
October				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
November	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
December		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
January					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
February	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
March	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
April				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
May	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
June		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

2009

2010

07/04	Independence Day
07/28 & 07/29	CAHSEE Testing
08/06	Student Orientation – Middle School - New Teacher Orientation
08/07	Student Orientation – High School & ELC & I.S. - Professional Dev.
08/10	Professional Development
08/11	Professional Development
08/12	First Day of School – Students & Staff
09/07	Labor Day – No School
09/11	All School Picnic and Back to School Night
09/14	Professional Development – No School for Students
09/18	Ending Period for Progress Reports (MS, HS, ELC)
09/25	Progress Reports Mailed Home (MS, HS, ELC)
10/06 & 10/07	CAHSEE Testing
Saturday - 10/10	Parent/Teacher Conferences (Professional Development Day)
10/12	Professional Development – No School for Students
10/30	Ending Period for Progress Reports (MS, HS, ELC)
11/11	Veteran’s Day – No School
11/06	Progress Reports Mailed Home (MS, HS, ELC)
11/23-11/27	Thanksgiving Break
12/05	CAHSEE Testing
12/12	CAHSEE Testing
12/15-12/18	Presentations – Modified Days (MS, HS)
12/18	End First Semester (MS, HS, ELC)
12/28	Report Cards Mailed Home (ELC, MS, HS, I.S.)
12/21-01/08	Winter Break – No School
01/11	Students Return to School
01/18	Martin Luther King Day – No School
02/02 & 02/03	CAHSEE Testing
02/12	Lincoln’s Birthday – No School
02/15	President’s Day – No School
02/19	Ending Period for Progress Reports (MS, HS, ELC)
02/26	Progress Reports Mailed Home (MS, HS, ELC)
03/03	Personal Project and Senior Project Due Date
03/04 & 03/05	Parent Teacher Conferences – Minimum Days (MS, HS, ELC)
03/08	Professional Development - No School for Students
03/17 & 03/18	Modified Days – Personal Projects Presentations (MS, HS)
03/19	Minimum Day – IBMYP Moderation Teams (MS, HS)
03/29-04/09	Spring Break – No School
04/16	Ending Period for Progress Reports (MS, HS, ELC)
04/19-05/14	Star Testing Window
04/23	Progress Reports Mailed Home (MS, HS, ELC)
Saturday - 05/01	Stakeholders Day (Professional Development Day)
05/03	Professional Development – No School for Students
05/04-05/28	Senior Defense Window
05/11 & 05/12	CAHSEE Testing
05/31	Memorial Day – No School
06/04, 08, & 09	Presentations – Modified Days (MS, HS)
06/10	Last Day of School - Minimum Day (MS, HS, ELC)
06/10	End 2 nd Semester (MS, HS, ELC)
06/10	GRADUATION (MS, HS)
06/11	GRADUATION (ELC, I.S.)
06/11 & 06/14	Professional Development Days (2 days) - No School for Students
06/18	Report Cards Mailed Home (MS, HS, ELC, I.S.)

177 Student Days
11 Prof. Dev. Days

GPA Board Approved – March 5, 2009

Health and Social Education

How do I think and act?

How am I changing?

How can I look after myself and others?

Health and social education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. This area encourages students to explore their own selves as they develop healthy relationships with others.

While the main defining features of each area of interaction can be outlined, they should in no way be viewed as narrow categories. These broad-based areas of interaction overlap each other.

Dress for Success

Student behavior is greatly improved leading to a more productive working environment when students are dressed appropriately for school. Guajome Park Academy has established a dress code that gives families flexibility in the way their child dresses. Use good judgment when dressing for school and all school related events. Appropriate dress is an important life skill students need to learn. Dress codes are reviewed and renewed as styles change and as students use clothes to make negative affiliations with outside groups or dress becomes a safety issue. Students will not be allowed to remain at school in clothing that is inappropriate or otherwise unsafe, offensive or disruptive to instruction. Consequences for inappropriate clothing range from a simple change of clothing and/or detention to student suspension from school depending on the specific infraction of school policy.

State law requires that student's wear shoes at all times.

The following clothing items are not allowed:

- Visible undergarments or midriff/backless tops or dresses/tube tops/overalls with inappropriate skin exposure.
- Revealing clothing. If needed, appropriate clothing will be provided in the GPA Health Office.
- Tank style underwear shirts.
- Excessively large pants that sag or drag on the ground.
- Pants with one leg rolled up.
- Belt buckles with initials, numbers or inappropriate symbols.
- Clothing written on or marked in a "tag" or graffiti style.
- Clothing displaying inappropriate images/messages such as alcohol, tobacco, drugs or violence.
- Clothing displaying images/messages that may be offensive to others.
- Studded jewelry belts or chains, wristbands with spikes, etc.
- Rings or jewelry that could be considered a weapon or choker style pet chains.
- Gang style clothing or accessories including gang colors or emblems. This includes bandanna print scarves, hairnets, hoods, etc.



APPROPRIATE



INAPPROPRIATE

Dress Code

Repeated violation of the dress code(s) shall be considered disruption of school activities and/or willful defiance of valid school personnel authority. Appropriate consequences shall be specified and implemented according to the elementary and secondary discipline policies and may lead to suspension or expulsion.

Co-Curricular Policy

The GPA Board of Directors acknowledges the value of student involvement in extra-curricular activities, including athletics. Believing that academics are a student's number one priority, students wishing to participate in co/extra-curricular activities must model exemplary academic and behavioral standards. Co/extra-curricular activities will be aligned with the vision of GPA; will be lifelong in nature; and will be supervised by GPA employees.

Co/Extra-Curricular Academic Criteria

Co/extra-curricular participants must earn a grade point average (gpa) of 2.0 or better in all classes attempted. If a participant has failed to achieve the required gpa, he/she will become scholastically ineligible until the first subsequent grading period in which passing grades are made.

1. In order to try out, practice, or participate in co/extra-curricular activities, a student must meet the following academic criteria:
 - a. A 2.0 grade point average in the prior grading period with no more than one grade of "D" and no grade of "F" renders a student eligible for participation in co/extra-curricular activities.
 - b. A student with less than a 2.0 gpa in the prior grading period with more than one grade of "D", and/or with a grade of "F" in any class will be placed on probationary status for a three (3) week period. After the three (3) week probationary period, student must not have an "F" in any class and not more than one grade of "D" in order to be reinstated as eligible.
 - c. The probationary procedure will be implemented at each of the six week grading periods. During the probation period, the student may not travel nor compete and must have a weekly academic/behavior check from all current teachers. The student must attend (with noted improvement) a weekly tutorial session in the area of weakness. Failure to show this document to the coach on a weekly basis will render the student ineligible at the end of the three (3) week probationary period..
 - d. A student may only be placed on probationary status two (2) times per year.
 - e. Students enrolled in the ELC or Independent Study programs require a minimum grade of "C" in all classes. (Students in these programs are NOT awarded D grades. They are awarded A, B, C, or F grades.)
 - f. For determining fall semester eligibility, students who are enrolled in and complete summer school will be able to count two summer school courses with grades of "C" or better toward the final 2nd semester grades of the previous school year.
 - g. For the purposes of determining an exact date of eligibility/ineligibility, eligibility dates will be established which will be incorporated into the school's master calendar. Each six-week grading deadline will be the eligibility dates, which will be posted during the school year.
 - h. The beginning date for non-participation will be the Tuesday following the Friday that progress/grade reports are mailed home.

Additionally, during the prior grading period a student must:

- i. Have no citizenship marks of "Unsatisfactory," and must maintain ongoing satisfactory behavior.
- j. Any out-of-school suspension is considered unsatisfactory behavior for the period of suspension.
- k. Demonstrate acceptable attendance

- i. Ten or more absences (unexcused or excused) per year is considered excessive. Doctor verified absences may be considered as an exception to this policy.
- ii. Four or more tardies per year is considered excessive. (Ed. Code)
- iii. Student must attend school the day a minimum of three blocks (6 periods on Mondays) of performance/competition.
- iv. Fulfill/support GPA graduation requirements.

Each academic year the student-athlete and his/her parent/guardian must complete a paperwork process and be "cleared" by the Athletic Director, or his/her designee, before any try outs, practice, participation, or play. Successful clearance includes:

- l. A physical by a medical practitioner.
- m. Emergency phone numbers and other pertinent emergency information.
- n. Releases for medical care.
- o. Waiver of liability.
- p. Insurance verification.
- q. A signed CIF "Ethics In Sports" form (both athlete, parent, and coach)
- r. A signed "Informed Consent" form.
- s. A GPA "Co/Extra-curricular Code of Conduct" form.
- t. A signed acknowledgement of receipt of the GPA student handbook.

All of the above information must be checked by the Athletic Director, or his/her designee, prior to the student being "cleared." Only after the Athletic Director, or his/her designee, verifies that all of the information has been successfully completed may a student-athlete participate in any manner.

Eligibility and Ineligibility Periods

- a. Periods of eligibility shall be equal to periods of ineligibility for the purpose of this rule.
- b. Periods of eligibility/ineligibility may be based upon a four to six school-day delay following the end of the quarter. This is because of the time lapse required to collect and print grades.
- c. In determining eligibility/ineligibility, it is the official "grade of record" which is used. Only when a legitimate "Change of Grade" form is completed and signed by site administration, the Athletic Director, or his/her designee, will be notified in order to clear the student-athlete for participation.
- d. Per CIF-SDS policy, "Incomplete" (I) grades are considered an "F" for determining eligibility.
- e. Each of the items below is subject to review by site administration and/or the Athletic Director, or his/her designee, for extenuating circumstances.
- f. In the case of a CIF ethics violation, in addition to mandated CIF sanctions, school discipline will be imposed.

Co/Extra-Curricular Financial Guidelines

Co/extra-curricular athletics are primarily financially financed through fundraising efforts and activities conducted by the students participating in the activity, club, sport, or student organization.

1. Fundraising guidelines for athletics are included in the general ASB Finance Guidelines.
2. Fundraising activities must have pre-approval of the student body representatives who serve on the ASB and the ASB advisor.
3. The school financially supports the co/extra-curricular athletic program through providing coaching stipends to the coaches and identifying an established dollar amount to assist with the cost of transportation and some start-up expenses.

Co/Extra-Curricular Scheduling

1. Every effort needs to be made to prevent students from missing scheduled class time.

2. Classroom teachers will need to clearly reiterate and post class standards no later than September 1, relating to students leaving class early for an athletic or co/extra-curricular activity.
3. Coaches will schedule as many athletic contests as possible at home, to avoid missing classes.
4. Only two activities per week per athletic team: one home, and one away.
5. Every effort will be made to participate with schools located in our area, (i.e., Calvary, Tri-city, Escondido Adventist, Calvin Christian, Army/Navy, etc.)
6. Every effort will be made to schedule:
 - a. Outside Fall Sports at 4:00 pm until the fall time change.
 - b. Inside winter sports at 4:00 pm.
 - c. Soccer as close to 4:00 pm as possible.
 - d. Spring sports at 4:00 pm if possible, after the time change in spring.
 - e. Saturday events are exempt from time constraints.

Staffing

Staffing for co/extra-curricular activities include GPA certificated and classified personnel for clubs and athletics, as well as walk-on coaches for some athletic sports teams. All co/extra-curricular advisors/coaches are hired per GPA personnel policies and procedures and are First Aid/CPR certified. The coaches for athletic teams report directly to the Athletic Director.

Co/Extra-Curricular Programs

GPA offers the following co/extra-curricular programs for students:
Admission and concessions may be charged at any program using a GPA facility.

CLUBS

Drama, Academic Competition, Soundsplash, GAPP, Science Olympiad, California Math League, Yearbook, MS Student Activities Club (SAC), ASB, Key Club, Tennis, and Cultural Awareness Club

ATHLETIC SPORTS TEAMS

High School

Cross Country – Co-ed
Track – Co-ed
Cheerleading
Girl's Volleyball
Girl's Basketball
Boy's Basketball
Girl's Soccer
Boy's Soccer
Girl's Softball
Boy's Baseball
Golf
Wrestling

Middle School

Cross Country – Co-ed

The sports listed have been approved and may or may not be currently active.

Approval Process

Co/Extra-curricular programs are approved by submitting the co/extra-curricular Activities Application and submitted to the Co/extra-curricular Committee. After review and approval by the Co/Extra-curricular Committee the request is forwarded to School Council and Board of Directors for approval. (This approval process must be completed and submitted each year by June 1 of the prior year.) All co-curricular clubs must obtain official approval prior to beginning meetings, activities, etc.

Non-Harassment and Non-Discrimination Policy

GPA is committed to providing an academic environment that is free from all forms of intimidation, exploitation and harassment, including sexual harassment. In keeping with that commitment, the school maintains a strict policy prohibiting harassment based upon age, ancestry, color, disability, marital status, medical condition, national origin, race, religion, sex, or

sexual orientation. This policy prohibits all types of harassment, including verbal, physical and visual harassment. Any student who believes that he/she has been the victim of unlawful harassment should immediately report the matter to a teacher, counselor, or administrator. Complaints of harassment will be promptly investigated and appropriate corrective action will be taken. Anyone who violates this policy will be subject to discipline, up to and including expulsion. In all instances of alleged harassment involving members of the Guajome community, such incidents shall be reported immediately by the teacher, House Leader, counselor, or administrator receiving such allegations to the Charter School Superintendent and/or his/her Designee.

Sexual Harassment

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature. GPA recognizes that harassment on the basis of gender is a violation of both federal and state employment discrimination laws as well as Board policy and administrative procedures. GPA is committed to providing students with an academic environment free from sexual harassment and will not tolerate such conduct on the part of any student or GPA employee. Any student with a complaint of sexual harassment should notify their House Leader, teacher, counselor, or a school site administrator who will begin the complaint process contained in GPA's administrative procedure. Copies of the administrative procedures may be obtained from the school and central administration offices. No individual will suffer reprisals from reporting incidents of sexual harassment or making any complaint.

Threats

Students are not to threaten, bait, harass or intimidate other students.

Policy Regarding Verbal Threats

GPA is committed to providing a safe and orderly learning environment. In keeping with that commitment, the GPA Board has adopted a policy to deal with threats in a serious manner. The types of behavior that will be considered threatening include:

- Stating that one has a weapon or bomb in his or her possession at school
- Stating that one plans to bring a weapon or bomb to school
- Stating that one plans to cause physical harm to a student or staff member
- Making a false statement that there is a bomb or other destructive device at school

In such cases, in addition to parental notification, possible consequences that may be imposed for issuing a threat include:

- Suspension
- Expulsion

Notification of law enforcement agencies leading to:

- ✓ Discussion with the student committing the act
- ✓ Possible arrest and prosecution for disorderly conduct or criminal mischief.

In addition to having a right to feel safe at GPA, everyone also has a responsibility to contribute to keeping the school safe.

These responsibilities include:

- Reporting any knowledge of possession of weapons, or a person's plans to engage in actions that would cause physical injury or death.
- Never fabricating a report as a joke or to cause problems with another student.
- Avoiding promising other students that a secret will be kept in regards with anything related to physical safety

Fighting and Intimidation

Fighting and intimidation are considered to be serious offenses and are dealt with immediately. If you engage in intimidation or fighting, you are subject to suspension and possible expulsion from school. Engaging in any violence (hitting, throwing, fighting, etc.) may result in referral to law enforcement authorities depending upon the act committed. Parents may be held liable for their student's actions, which mean they can be held financially responsible for a crime that their child

commits. GPA has a Conflict Resolution/Peer Mediation team that can intervene before a conflict turns into a fight. If you feel the need for a conflict resolution session, you should contact your teacher, House Leader, a school counselor, or an administrator. Students must solve their problems at GPA without fighting.

Drug/Alcohol Possession

If a student possesses, uses, sells, or otherwise furnish a controlled substance, an alcoholic beverage, or an intoxicant of any kind while on school grounds, while going to or coming from school, during lunch period on or off campus, during or while going or coming from any school sponsored activity, they will immediately be suspended and may be subsequently recommended for expulsion. You may be referred to law enforcement. Upon further investigation expulsion may be recommended. If you offer, arrange or negotiate to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sell, deliver, or otherwise furnish another person something that looks like that controlled substance/alcoholic beverage, the same penalties listed above apply. A student with a drug/alcohol issue is encouraged to seek help from a school counselor in the Counseling Department.

Tobacco Use or Possession

Possession of tobacco by anyone under 18 is illegal. Possession of tobacco by a student may lead to suspension and possible expulsion. Students are not to possess any incineration or combustible materials.

Robbery, Theft, or Extortion

Robbery or extortion is strictly prohibited. Students are not to steal, attempt to steal, or knowingly receive stolen property. Such acts are punishable by suspension, expulsion, and/or police intervention.

Weapons

The possession, sale or otherwise furnishing of firearms, knife, explosives, or other danger object poses a clear and serious danger. It is GPA's policy that any student who possesses a weapon at school or at a school activity on or off school grounds will be expelled. A weapon, dangerous instrument or replica weapon is any object that a reasonable person could perceive to be a weapon. Examples include, but are not limited to: a gun, rifle, pistol, revolver, "zip gun", cap gun, pellet gun, BB gun, spot marker gun, squirt gun, taser, dirk, dagger, ice pick, awl, knife, sword, razor, box cutter, pipe bomb, time bomb, destructive devices, fireworks, firecrackers, containers of inflammable fluids, tear gas, pepper spray, billy club, blackjack, slingshot, nunchaku, sand club, sandbag, metal knuckles, or any metal plate with radiating points with one or more sharp edges, model gun, model rifle, model pistol, model semi-automatic weapon, toy gun, toy rifle, toy pistol, toy semi-automatic weapon, laser pen or pointer. It is also a rule and regulation of GPA that a student may not use a weapon, dangerous instrument or replica weapon in any manner that would constitute cause for disciplinary action. Students in violation of the no weapons rule may be subject to law enforcement referral.

Student Freedom of Speech and Expression (GPA Board Policy 5601)

Students attending Guajome Park Academy ("GPA") have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community.

Circulation of Petitions and Other Printed Matter:

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during lunch period and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the school or on school grounds.

Buttons, Badges and Other Insignia of Symbolic Expression:

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the substantial disruption of the orderly operation of the school;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the substantial disruption of the orderly operation of the school;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws;

Unofficial School Publications

School officials may not ban the distribution of non-school-sponsored publications on school grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

1. Schools may disassociate themselves from the material printed inasmuch as it is not an official publication of the school.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during lunch period or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within school or at entrances.
 - c. Without undue noise.
3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to students at a time and place of normal school activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the school which are generally frequented by students.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-school-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Other forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “peanuts” publications.

Distribution of Procedures Governing Student Rights

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of Guajome Park Academy (“GPA”) and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The pupil and a GPA staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator, and then to the Charter School Superintendent or his/her designee on GPA Form S105. As a final step, the pupil may request a hearing under this Board policy. The hearing shall be held before the Board or an impartial person appointed by the Board within ten (10) school days after the hearing is requested. Both sides shall be given the opportunity to demonstrate that the Board policy was properly applied. The Board will render a decision within ten (10) school days.

Environment

Where do we live?

What resources do we have or need?

What are my responsibilities?

Environment aims to make students aware of their interdependence with the environment so that they accept their responsibility for maintaining an environment fit for the future. Students are confronted with global environmental issues which require balanced understanding in the context of sustainable development. Students also face environmental situations at home and at school which require decision making. This area of interaction places the students in a position where they take positive, responsible action for the future.

Library Guidelines

The Library is a great place to do your research, reading, or studying. Here are some guidelines to make your experience pleasant.

- Food, drinks, chewing gum, and candy are forbidden in the building.
- Parents are invited to visit at any time as long as they make prior arrangements and follow the visitor procedures.
- Be aware of those around you.
- Clean up after yourself.
- Respect the furniture.
- Reference books are not to be checked out.

Library Check Out

To check out materials, a current student ID is required. At the beginning of school, a copy of the student's class schedule is acceptable as well as the previous year's ID from GPA.

Library Books

- Library books are checked out for two (2) weeks and can be renewed twice if there are no requests for the book.
- Reference books can only be used in the Library and cannot be checked out. Copies can be made of pages for a per copy charge.
- Videos can be checked out for one (1) day only if not requested by a teacher.
- Overdue materials accrue a ten cent per day fine for each book, video, etc.
- Library books and textbooks will not be checked out to anyone who owes a book or fine to the library.
- Books or materials may be placed on hold by request if it is checked out. The librarian will notify student through his/her advisory when the item comes in. It will only be held for five (5) days.
- Damage to book or barcode will result in a fine. For damages including water damage, the entire cost of the book will be charged. For removal or destruction of the barcode, a \$5.00 fine will be levied.

Textbooks

A student ID is required to check out any textbook or literature book. Textbooks are checked out for the duration of the lesson.

Please note:

- Each student is responsible for the book he/she has checked out. If the student turns in a different book, he/she is still responsible for the book he/she checked out.
- Any damage to textbook or literature book will result in a fine. Water or moisture damage will result in a fine for the amount of the book.
- Each student should carefully check for any previous damage at the time of check out and notify the librarian so that it can be noted in the book.

- Do not destroy or remove the barcodes as a \$5.00 fine will be charged if the book is returned without it.
- Do not leave a book in a classroom even if the teacher offers to keep it in the closet. If the book comes up missing, the teacher is not financially responsible, the student is.
- Cover each textbook to help keep them clean and from getting bent corners. Be sure not to tape covers to the actual book. Any damage caused will result in a fine to the student.

Textbooks and literature books are to be returned to a staff member to verify that the books returned are the books checked out.

Technology at Guajome Park Academy

Guajome Park Academy is committed to providing students with opportunities to use technology in their general education and in the development of their information seeking skills, which are essential for learning, working, and living in the 21st Century. Guajome wishes to optimize the use of new technology and to maintain a focus on student learning.

Guajome Park Academy believes that the Internet has much to offer students with its wide variety of resources. It is our goal to educate students about efficient, ethical, and appropriate use of those resources. The Internet connection will be used to meet the goals of our curriculum.

Specifically, students will have the ability to:

- Access a wealth of additional resources for reference and research.
- Conduct searches, evaluate resources, and locate relevant material, and interact with up-to date primary sources.

It is to be understood that internet access for students is a privilege, not a right. Proxies may not be used to access blocked internet sites. The internet user and his/her parents must understand that he/she uses the Internet at his/her own risk.

Considering the provisions mentioned above, Guajome will not assume responsibility for:

1. The reliability of the content of a source received by a user. Students must evaluate and cite sources appropriately.
2. Costs that the students incur if they request a product or service for a fee.
3. Though every effort will be made to ensure a reliable connection, there may be times when the internet service is down or scheduled for use by teachers, classes, or other students. In this event Guajome is not responsible for the consequences of disruption in service.
4. Guaranteeing privacy of mail. Though we do support privacy of e-mail, users must not assume that this is guaranteed. The technology coordinator and the site administrator reserve the right to investigate possible misuses or to monitor any e-mail connected through GPA's computers.

In order for a student to use the technology and to gain access to the network, students and parents must sign the Acceptable Computer and Internet Use Policy.

GPA Acceptable Computer and Internet Use Policy (AUP)

Regulations and procedures provided in the GPA AUP provide students, parents, and staff with information about the privileges and responsibilities of using the Internet and school computer networks and resources. Students, parents, and staff are required to read and sign the agreement.

Facility Rules

The following rules are in place **to ensure the safety** for all GPA students. Students in violation of any of the rules set forth below may be recommended for detention, suspension, or expulsion.

Students are not allowed to ...

1. Ride elevators. A student is only allowed to use the elevator if they receive authorization from site administrator or administrator designee. Generally, authorization will be granted for a student who has a disability that does not allow him or her to climb stairs.
2. Throw, drop, or spit things off second floor areas onto first floor.

3. Ride, sit, climb over, or jump onto railings.
4. Students cannot draw /place graffiti on building or mar school equipment.
5. Gum chewing is not allowed on the school site, inside or outside.
6. Climb onto second story building ledges.
7. Climb up or sit on stepped blocked walls and/or planter bed areas.
8. Throw rocks or dirt clods; this applies to all rock/clod throwing, regardless if it is or is not directed at a person.
9. Eating is not allowed inside any of the buildings. There are two exempted areas where eating is allowed: the teacher lounge, and the gym floor area (when used for lunch time, or special events).
10. Students are only allowed to drink water when inside the buildings. Water containers cannot be on the computer tables. Students cannot drink water at the computer tables, nor drink water near a computer.

There are restrictions as to where students can eat for break or lunch.

All students at the Santa Fe campus will have a ten minute break and a thirty-five minute lunch daily. Health snacks are available for students during break and a complete school lunch is available to purchase. Food purchased at the food service area (Building 2) or food brought from home can only be eaten in lunch patio area. As a 12th grade privilege, a senior area has been established where SENIORS ONLY may eat CONTINGENT upon good behavior.

Rules simply put...

Do

- Keep a positive attitude.
- Obey campus and classroom rules.
- Show respect for yourself and others.
- Respect school and personal property.
- Strive for perfect attendance.
- Come on time, prepared for class, and ready to learn.
- Demonstrate your academic ability using your own work.
- Ask adults for help in mediating disputes with other students.
- Seek help for and persevere through academic difficulties.
- Inform an adult, if a friend threatens suicide or needs help.
- Report anything that jeopardizes someone's health or safety.
- Wear a helmet if you ride a bicycle or skateboard to school.
- Use sidewalks/ crosswalks at the traffic signals when walking.
- Assist GPA in providing a safe and positive school environment.
- Report thefts to administration immediately.
- Turn all found items in at the front desk at the 1st floor Administration building.
- Dress for success at school and school-related activities.

Don't

- Take or possess anything not belonging to you.
- Litter, graffiti, deface, vandalize, or destroy school property.
- Bring permanent markers and etching devices on campus.
- Use vulgar, obscene, profane or offensive language.
- Spit.
- Engage in public displays of affection.
- Loiter during or after classes.
- Cut or be tardy for classes.
- Leave campus without an off-campus pass.
- Leave class without a valid hall pass from the teacher.
- Bring noisemakers.
- Carry personal items that have been "tagged" graffiti-style.
- Violate GPA's dress code.
- Possess or use tobacco or drug paraphernalia.
- Possess, use or be under the influence of alcohol or any controlled substance.

- Possess a lighter, matches, or any combustible that might be considered a weapon.
- Possess guns, knives, chains, laser pointers, pepper spray, mace, etc. or look-a-likes.
- Harass, intimidate or hurt others.

These behaviors are not permitted on or near campus, on the way to or from school, or at any school function regardless of location. Students pretending to engage in any of the behaviors listed above may be subject to the same consequences because pretending disrupts school activities. The behaviors are punishable by detention, suspension, or removal from class, restitution, and/or expulsion. (A complete list of offenses that, if committed, can lead to suspension or expulsion, are included in this handbook.)

Cell Phone and Electronic Device Use

Cell phones may be used during non-instructional time. Cell phones must be off except for: before and after school, and during break, lunch, and passing periods. If you use your phone inside class or if your phone is out; your teacher may confiscate your phone. You may retrieve it from that teacher. Cell phones are not suitable calculators in your classes.

Electronic Devices

Personal audio devices may be used during non-instructional time and must be off except for: before and after school and during break, lunch, and passing periods. In-class use is only allowed with teacher discretion and permission. The volume of personal audio devices should be at a safe, respectable level. No external speakers are allowed.

All other electronic devices will not be used or turned on anytime during the school day, unless a teacher gives permission to individual students.

If a student chooses to bring an electronic device to school GPA is not responsible for loss or theft.

Personal Items

GPA is not responsible for loss of student's personal items. If a student brings personal items to school, they are responsible for potential loss of items.

Public Displays of Affection

Public displays of affection are defined as anything determined to be inappropriate by school staff members. Inappropriate behavior includes but, is not limited to sharing chairs or sitting on someone else's lap (regardless of the gender), kissing, hugging, fondling, etc. If a teacher or other GPA staff member asks you to stop the behavior, you must do so. Failure to stop the behavior when asked is equivalent to defiance and subject to disciplinary action.

Distribution of Publications

Publications, advertisements, or other written materials may not be distributed on campus without prior administrative approval. If a school club wants to advertise an event, they must also have approval of his/her advisor and administration.

Off Limit Areas

Students are not to visit off limit areas during school hours. Areas that are off limits at all times during the school day are:

- The parking lots
- Public streets adjacent to campus
- The ELC classrooms and museum grounds
- Sidewalks along the perimeter of the school
- The area behind the Gym/Wellness center

Trespassing

Students are not to trespass on the GPA campus when school is not in session or when they are suspended/expelled. Students are not to be on or near any other school campus as it is considered trespassing.

Police Notification

1. Police shall be notified prior to suspension or expulsion of students of any kinds of acts, which may constitute an assault upon another with a deadly weapon or instrument other than a firearm, or, by any means of force likely to produce great bodily injury.
2. Police shall be notified of any acts of a student that may involve bringing or possessing a firearm, dirk, dagger, knife having a blade longer than 2 ½ inches, folding knife with a locking blade, a razor with an unguarded blade, a taser, or stun gun.
3. Police shall be notified within one school day after suspension or expulsion of any acts of students that may involve the use, possession, or sale of narcotics, or a controlled substance, alcohol, or an intoxicant of any kind.

Search and Seizure

STATEMENT OF FINDINGS

GPA recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other item of contraband prohibited by law, or GPA rules and regulations, jeopardizes the health, safety and welfare of students and GPA employees. Incidents which jeopardize the health, safety and welfare of students and GPA employees may necessitate the search of students and their property.

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, GPA adopts this policy outlining the search of school grounds and students' personal belongings, lockers and vehicles using trained detection dogs.

NOTICE

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year. A summary of this policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by GPA to students, parents and/or guardians and GPA employees. In addition, GPA shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

STUDENT SEARCHES

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or GPA rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall a strip search be conducted by school officials. These types of searches are prohibited by law and require a student to remove or arrange some or all of their clothing, and undergo the inspection of parts of the student's body.

A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others or school property.

CANINE SEARCHES

School officials may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities, grounds, and school parking lots. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student motor vehicles or other inanimate objects throughout school property. Such random inspections will occur if the GPA administration determines that there is an immediate drug problem or drug crisis on campus. Detection dogs may also be used on specific student's lockers or cars if individualized suspicion exists.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the locker, vehicle, or other inanimate object and closed containers and objects within, without securing the consent of the student.

Dogs may not be used for random searches of students or other persons. Dogs may not be used to sniff the person of students, nor objects within their immediate control, such as backpacks, purses and outer garments, without reasonable suspicion preceding such a search.

LOCKERS

Student lockers are school property and remain at all times under the control of GPA. However, students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement.

Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs. These inspections shall not be arbitrary, capricious, or discriminatory. Either all lockers must be inspected or the lockers to be inspected must be randomly selected. Individual lockers may be inspected if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or GPA rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials.

VEHICLES

Students are permitted to park on school premises. However, any public school ground utilized by any student contained therein or any other area that may be set aside for the personal use of the students remains under the exclusive control of GPA. As such, student vehicles may not be used to store illegal, unauthorized, or contraband materials.

Pursuant to California Vehicle Code 2113, the acceptance and use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement.

GPA retains the authority to patrol and inspect student parking lots at any time though the use of trained detection dogs. These inspections shall not be arbitrary, capricious, or discriminatory. Either all vehicles must be inspected or the vehicles to be inspected must be randomly selected. Such random inspections will occur if the GPA administration determines that there is an immediate drug problem or drug crisis on campus.

DISCIPLINE

If illegal, unauthorized or contraband materials are discovered through the use of a trained detection dog, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with GPA's discipline policies and procedures. GPA shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Other Non-Academic Policies and Procedures

Parking Permits

If a licensed student wishes to drive to and park at school, student must have a valid and up-to-date Parking Permit issued by the school. Student needs to obtain parking permit application forms from Room 1108, lower floor of Administration Building. Return completed forms with originals of the following: driver's license, car registration, and proof of car insurance. Parent signature is required to process the application. If the application is approved, a Parking Permit will be issued and placed on/in the student's car. Students are required to park in designated areas, and parking permits must be displayed on vehicles. Vehicles without valid student parking permits will be subject to citations.

Parking at GPA is a privilege. If a student violates school rules, the permit to park on campus may be suspended or revoked. Students who park without a valid parking permit, park in restricted areas, or park improperly will receive a citation.

Students are expected to engage in safe driving practices within and outside school grounds. If student engages in unsafe driving on campus property (speeding, failure to yield to pedestrians, etc.), student's driving permit may be suspended or revoked as well as other consequences may be assigned.

Summary of DMV law:

1. During the first six months after you are licensed, you must be accompanied by a driver 25 years of age or older if you drive between the hours of midnight and 5:00 am or if you transport people under age 20.
2. During the second six months after you are licensed, you must be accompanied by a driver 25 years of age or older if you drive between the hours of midnight and 5:00 am. However, you may transport passengers under age 20 without supervision between the hours of 5:00 am and midnight.
3. Students must have a signed parent/guardian permission slip prior to being a passenger in another student's vehicle. The driver must meet DMV criteria outlined in item #2 above in order to have a passenger in the vehicle.

Closed Campus

Guajome Park Academy is a closed campus. Students are not permitted to leave school grounds during their scheduled school hours (which include lunch and breaks). Students are permitted to leave school grounds at the conclusion of their last scheduled class.

School grounds encompass the school's buildings and common areas south of Museum Way and east of North Santa Fe. Students are not allowed to enter the parking lot areas during school hours unless supervised by adult or as outlined in 4 or 5 listed below. Students who are not enrolled in classes at the Middle or High School Programs on the main campus are not permitted on the campus without permission from an Administrator or a designee.

The Antique Gas and Steam Engine Museum (AGSEM) is considered part of our campus; however, students are only allowed to travel to the AGSEM site if they have a scheduled class at this site, or they are being supervised by staff member / authorized adult. They will be considered outside of the closed campus boundaries if they are at the AGSEM when not attending a class or if they are unsupervised.

Exceptions to the Closed Campus policy are as follows:

1. Student is authorized to leave campus for fieldwork under the supervision of an authorized adult.
2. Student is under the direct supervision of a Guajome Park Academy staff member.
3. Parent/guardian signs student out.
4. Senior or Junior is authorized to take an off-campus class (Community College, etc.).
5. Senior or Junior has been granted an Off-Campus Lunch Pass.

Approaches to Learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning (ATL) is central to the programme, as it is concerned with developing the intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making. It goes far beyond study skills, having to do with “learning how to learn” and with developing an awareness of thought processes and their strategic use. This area of interaction recognizes that true learning is more than the acquisition of knowledge: it involves its thoughtful application, as well as critical thinking and problem solving, both individually and collaboratively.

Attendance Policy

Student attendance is the most essential element of meeting the educational needs of the student. Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law or Board policy.

Excused Absences for Classroom Based Attendance

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

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family;
5. Jury duty in the manner provided by law;
6. Participation in religious instruction or exercises. In such instances, the student shall attend at least the minimum school day. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the Charter School Superintendent or his/her designee shall be required for absences for:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Employment interview or conference.

In addition, if a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.

Method of Verification

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

1. Written note from parent/guardian, parent representative, or student if 18 or older;
2. Conversation, in person or by telephone, between the verifying GPA employee and the student's parent/guardian or parent representative.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

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

Unexcused Absences/Truancy for Classroom Based Attendance

The Charter School Superintendent, or his/her designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred back to the student's school of residence (through an expulsion process) and/or appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred back to the student's school of residence (through an expulsion process) and or district attorney or probation officer for truancy mediation.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

1. Students may be classified as truant if absent from school without a valid excuse three or more full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three or more occasions in one school year, or any combination thereof. Such students shall be reported to the Charter School Superintendent or his/her designee.

The parent/guardian of a student classified as a truant shall be provided the ***first written notification*** indicating truancy issues. The notification will include the following:

- a. The student is truant;
- b. The parent/guardian is obligated to compel the student to attend school;
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- e. Alternative educational programs are available through the School;
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse;
- g. The student may be subject to suspension, restriction or delay of his/her driving privilege; and
- h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

2. Continued Truancy

The parents of a juvenile who has been classified as a continued truant are subject to prosecution under Education Code 48200. Before a matter reaches court intervention certain procedures must be followed. A juvenile is considered truant when, "Absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year" (E.C. 48260).

The parents will be notified by first class mail of their child's truant status. A conference with the parents will be requested at this time to discuss solutions to the truancy problem (E.C. 48260.5).

If there is a continuation of the truancy issue the *second notice* of truancy will be provided in a written notification to the parents of the student.

3. Truancy to Habitual Truancy

Upon his/her continued truancy within the same school year, a student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.

A third notice of truancy will be mailed to the parent(s) of the pupil who has been absent or tardy in excess of 30 minutes from school without valid excuse on one or more days after being recognized as a truant.

The school's efforts to resolve the attendance problem will include contact with the parent(s) through letters, telephone calls, home visits, conferences, and/or a school attendance directive. The school will send a *third notice* and the student will be classified as a habitual truant.

4. Upon failure to satisfactorily complete a study program and continued truancy issue within the same school year, a student may be referred to, and required to attend, an attendance review team. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.

The student's family will be encouraged to utilize appropriate outside agencies designed to assist with physical, mental and social adjustment problems. Should the attendance problem persist in that another unexcused absence or tardy in excess of 30 minutes has occurred, a *fourth notice* will be mailed to the parent(s).

Unexcused Tardies

Advisors will check advisory students' attendance during the first day of House collaboration each week. Unexcused tardies will be reported and consequences will be assigned as indicated below:

Students will be assigned a:

- Friday School on the fifth (5) and tenth (10) unexcused tardy
- Saturday School on the fifteenth (15) unexcused tardy
- Friday School for each additional tardy after the fifteenth (15)

When a student reaches the qualifying number of unexcused tardies, the advisor will notify their House Leader who will assign consequence to student.

Failure to attend assigned Friday School

First infraction = student will be reassigned to serve the following Friday School

Second infraction = student will be assigned a Saturday School. In addition, Grades 11 and 12 students will lose off-campus lunch privileges until consequence/s is/are served.

Third infraction = behavior will be considered an act of defiance and the student will be assigned In-School Suspension.

Failure to attend assigned Saturday School

First infraction = student will be reassigned to serve the following Saturday School

Second infraction = student will be assigned an additional Saturday School. In addition, Grades 11 and 12 students will lose off-campus lunch privileges until consequence/s is/are served.

Third infraction = behavior will be considered an act of defiance and the student will be assigned In-School Suspension.

Suspension and Expulsion Policy

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

When on suspension or recommended for expulsion, students are not to be on or near the school campus unless they have prior permission from a school administrator. Students are not allowed to attend any school function during this time. Students can be arrested for trespassing.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CSS, Assistant Administrator or designee, and/or House Leader's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of House Leaders, teachers, Administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen property including school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

**Note: Restitution may also be required in cases of damage or destruction of GPA property.*

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Assistant Administrator or the Assistant Administrator's designee and/or the House Leader with the student and his or her parent and, whenever practical, the teacher or school employee who referred the student to the Assistant Administrator or House Leader. The conference may be omitted if the Assistant Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, an Administrator or designee or House Leader shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This

notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Assistant Administrator or Assistant Administrator's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Assistant Administrator or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Executive Board following a hearing before it or by the Executive Board upon the recommendation of an Administrative Panel to be assigned by the CSS under the direction of the Executive Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the School's governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Assistant Administrator or designee determines that the student has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Executive Board for a final decision whether to expel.

The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

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

Students With Disabilities

A student identified as an individual with disabilities or for whom GPA has a basis of knowledge of a suspected disability pursuant to the The Individuals with Disabilities Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GPA will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GPA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Executive Board, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Assistant Administrator or designee following a decision of the Executive Board to expel shall send written notice of the decision to expel, including the Executive Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Assistant Administrator or designee shall send a copy of the written notice of the decision to expel to the sponsoring District and school district of residence.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Executive Board's decision to expel shall be final.

Disciplinary Records

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

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

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

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Executive Board following a meeting with a GPA Administrator and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The GPA Administrator shall make a recommendation to the Executive Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Appeal

A student or parent may request a review of the Charter School's decision to suspend or expel a student by making a written request to the GPA CSS or designee. The Charter School CSS or designee, within five school days of receiving the request, will hold a meeting with the student and the student's parent or representative to hear the appeal. At the appeal meeting, the student and the student's parent or representative may present the CSS or designee with any documentation the student wishes the CSS to consider supporting the student's appeal. In the event of an expulsion, the CSS will also consider the findings and recommendation of the Administrative Panel. However, the student or student's representative may not be allowed to call witnesses or to question the CSS or others on any substantive or procedural matters regarding the student's suspension or expulsion. The GPA CSS or designee, after considering the facts presented by the

student at the meeting, and, if applicable, the Administrative Panel's findings and recommendation, will then make a recommendation to the GPA Executive Board. The GPA Executive Board will then vote upon the recommendation and notify the student in writing of its decision within five school days of the appeal meeting. The GPA Executive Board's decision is final.

Academics at Guajome Park Academy

Guajome Park Academy offers students many unique educational opportunities through a variety of dynamic and rewarding academic programs.

Grades 6 - 10

International Baccalaureate Middle Years Program or IBMYP - GPA students in Grades 6-10 are organized into Houses (grade level and/or multi-level) and the educational programs are designed around the rigorous IBMYP. All students in Grades 6-10 are participants in the IBMYP course of instruction. This sequence of courses focuses on an interdisciplinary, holistic approach to instruction. The IBMYP philosophy is to foster tolerance and intercultural understanding among young people through a specific method of teaching. This method of teaching, also known as "curricular framework," incorporates critical thinking, problem solving, and exposure to a variety of viewpoints. The program is designed to aid students in the development of the knowledge, understanding, skills, and attitudes necessary to become active, responsible, compassionate, and lifelong learners in today's changing world. According to the International Baccalaureate Organization (IBO) mission statement the IBO "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." (IB Learner Profile Booklet, March 2006)

Eighth Grade Exit Standards

In order to be promoted to 9th grade at GPA or a comprehensive high school, students are expected to meet the minimum exit standards. The standards are:

- Pass Quality Writing (QWA) – On demand writing assessment.
- Cumulative grade point average of 2.0 overall or 2.0 during 8th grade year.
- Pass the middle school Math Exit Exam. This exam is designed to ensure that all middle school graduates have achieved knowledge and understanding of the middle school mathematics content required by the State of California. Students will take the exam the first time in sixth grade. Students who do not pass the exam in sixth grade will have another opportunity to pass in seventh or eighth grades.

Grade 10

All 10th grade students at GPA design and present a Personal Project. The project is a form of assessment for the IBMYP and GPA. It shows how well the student has achieved independence in approaching their learning and how well students are able to connect to the four organizing themes of the IBMYP: Community and Service, Human Ingenuity, Environment and Health/Social Education. Past students have built musical instruments, created fashion portfolios, designed and sewn historical period costumes, and written anthologies of original poetry, while others have restored cars or painted murals...the possibilities are endless. Students are encouraged to choose a project topic that greatly interests them because it makes the project much more satisfying and enjoyable of a process. There is a written component to the project called a Personal Statement with specific points that the students must address. Each student receives a Personal Project guidebook with specific instructions and suggestions for completing the project and the Personal Statement. Grading Rubrics are included so that students know how they will be graded. Supervisors are assigned to the students to help keep them focused on deadlines and to provide other support. In March, students do oral presentations of their projects so that they may show off their hard work and allow 9th grade students to learn about what to expect in 10th grade when they complete their projects. Successful completion of the Personal Project with a passing mark is a graduation requirement.

Grades 11 – 12

GPA students in Grades 11-12 are organized into Houses (International Studies House and Business and Leadership House). The International Studies House focuses on the expanding Visual and Performing Arts Program. The students may choose a focus area of Theatre, Dance, Visual Arts, Media Arts, or Music. The Business and Leadership House focuses on Business and Management, where students have the opportunity to participate in many different student-run businesses such as the Wellness Center, Challenge Course, or Juice Bar.

GPA offers to students in Grades 11-12 optional participation in the IB Diploma Program course of instruction which is a college-level, rigorous course of study. Students may opt to be full IB Diploma students, or partial IB students. The IB Diploma Program is designed to meet the needs of highly motivated secondary students and to promote international understanding. Courses are based upon international standards and the curriculum is recognized worldwide.

Grades 9-12 Expeditionary Learning Center (ELC)

GPA recognizes that students prosper in a variety of educational settings. ELC candidates include credit-deficient and other academically and/or behaviorally at-risk students. Students in the ELC Program receive standards-based and remedial curriculum in a smaller class-size setting with the extra teacher contact and encouragement they need. The ELC students benefit from fieldwork and classroom-based instruction experiences, and are also engaged in project-based and inter-disciplinary learning. The ELC teachers incorporate many of the same teaching and learning concepts that are used in the IB Diploma Program and the College Prep Program.

The ELC also offers an Independent Study Program to accommodate students who would benefit from a less structured schedule due to academic or personal needs. The Independent Study Program is another avenue through the ELC for the students to continue their educational experience. The Independent Study Program is a voluntary participation program and is only available to students who voluntarily enroll.

Senior Project

The Senior Project is a culminating representation of student learning centered on the philosophy of GPA. GPA is committed to providing community-based, integrated, real world topics that motivate each individual student's unique learning style. The senior project exemplifies the mission of GPA, showing that the student is a responsible, thinking, communicating, and contributing citizen of our nation who lives and works in a global society. The Senior Project is an account of student learning driven by student motivation and interest, by expressing and providing evidence of the previously mentioned student qualities. Senior projects are aimed at affecting the local or global community with a focus on legacy. A Senior Project topic must be one of value that will contribute to the community on an on-going basis.

Senior Defense

The Senior Defense presentation is a graduation requirement for all GPA seniors. The primary goal of the Senior Defense is to show that a senior is ready to go out into the "real world." Students answer the question, "Why should I be allowed to graduate?" Students present evidence of work they have completed during their years at GPA through portfolios and projects such as the Senior Project. Seniors must show that they are aware of the IB Learner Profile (expected school-wide learning results) and that they have performed Community Service. The Senior Defense is designed to prepare students for life after high school as well as to prove to teachers and peers that a senior is ready to graduate.

Presentations

All GPA programs for grades 8 – 12 require student oral presentations each semester, in which students demonstrate their cumulative learning. The theme for semester presentations is often derived from the IBMYP Areas of Interaction and IB Learner Profile. Students are expected to use examples from their course work/portfolio to support their presentation. Students present in front of an audience of peers, staff members, parents/guardians, and community members. A rubric is used to assess each student. Audience members may participate in the assessment of the presentations. The semester presentations account for a percentage of the student's grade in each

advisory. In addition to semester presentations, students often present as a form of assessment in their individual classes. Types of presentations include debates, informative presentations, and persuasive speeches.

High School Graduation Requirements (230 credits)

GPA strives to offer high school students an educational program which is flexible, demanding, and appropriate. The course of study at high school shall require all students to successfully complete the following requirements for high school graduation:

1. **Minimum Proficiencies** (state mandated/locally adopted)

Students must demonstrate proficiency in the areas of reading, writing skills, and mathematics.

Students must demonstrate proficiency by earning a passing score on the California State High School Exit Exams for reading/language arts and mathematics.

It is the intent of the GPA Board of Directors to administer the California High School Exit Exam (“CAHSEE”) with those “accommodations” or “modifications” that are necessary and appropriate for students with disabilities. Accommodations and/or modifications identified by the student’s Individualized Education Program (“IEP”) pursuant to Individuals with Disabilities Education Act or Section 504 Plan pursuant to the Rehabilitation Act of 1973.

Students who have taken the test with modifications will receive scores classified by the state as invalid. However, the GPA Board of Directors shall administer a waiver process to allow students with disabilities who have taken the test with modifications and received an otherwise passing score to graduate from high school and receive a diploma.

2. **Credit Requirement – 230** (locally adopted)

All students shall be required to complete the following:

- a. Forty (40) credits of history/social science.
- b. Forty (40) credits of English.
- c. Thirty (30) credits of mathematics. Students must have successfully completed a course in algebra.
- d. Thirty (30) credits of science, including ten (10) in life science and ten (10) in earth/physical science.
- e. Twenty (20) credits of physical education.
- f. Ten (10) credits of visual and performing arts.
- g. Thirty (30) credits foreign language, including twenty (20) credits in the same language.
- h. Additional credits to total two hundred thirty (230).

3. Additional Graduation Requirements: Personal Project; Senior Project; Senior Defense; minimum 2.0 grade point average; 30 hours of community service per year.

4. Identified Special Education students may take an alternative course of study as specified in their IEP to achieve the unit requirements for graduation with a certificate of completion. This certificate is awarded in lieu of the traditional high school diploma.

5. In cases of documented hardship the Charter School Superintendent or his/her Designee may waive any specific requirement, except for requirements mandated by the State of California, after consultation with the specific subject area staff/leader and/or Instructional Team/Graduation Council.

Expeditionary Learning Center/Independent Study High School **Graduation Requirements (230 credits)**

The GPA Expeditionary Learning Center/Independent Study (“ELC/IS”) strives to offer high school students an educational program which is flexible, demanding, and appropriate. The course of study at ELC/IS high school shall require all students to successfully complete the following requirements for high school graduation:

1. Minimum Proficiencies (state mandated/locally adopted)

Students must demonstrate proficiency in the areas of reading, writing skills, and mathematics.

Students must demonstrate proficiency by earning a passing score on the California State High School Exit Exams for reading/language arts and mathematics.

It is the intent of the GPA Board of Directors to administer the California High School Exit Exam (“CAHSEE”) with those “accommodations” or “modifications” that are necessary and appropriate for students with disabilities. Accommodations and/or modifications identified by the student’s Individualized Education Program (“IEP”) pursuant to Individuals with Disabilities Education Act or Section 504 Plan pursuant to the Rehabilitation Act of 1973.

Students who have taken the test with modifications will receive scores classified by the state as invalid. However, the GPA Board of Directors shall administer a waiver process to allow students with disabilities who have taken the test with modifications and received an otherwise passing score to graduate from high school and receive a diploma.

2. Credit Requirement – 230 (locally adopted)

All students shall be required to complete the following:

- a. Forty (40) credits of English.
- b. Thirty (30) credits of social science.
- c. Twenty (20) credits of science, including ten (10) in life science and ten (10) in earth/physical science.
- d. Twenty (20) credits of mathematics. Students must have successfully completed a course in algebra.
- e. Twenty (20) credits of physical education. Students (Grades 9-12) may be exempted from physical education classes when actively participating in physical activity through a Personal Physical Education Plan approved by GPA staff.
- f. Ten (10) credits of fine arts or foreign language.
- g. Additional credits to total two hundred thirty (230).

3. Identified Special Education students may take an alternative course of study as specified in their IEP to achieve the unit requirements for graduation with a certificate of completion. This certificate is awarded in lieu of the traditional high school diploma.

4. In cases of documented hardship the Charter School Superintendent or his/her Designee may waive any specific requirement, except for requirements mandated by the State of California, after consultation with the specific subject area staff/leader and/or Instructional Team/Graduation Council.

Academic Policies

1. Students in grades 6-11 must be scheduled a full day. Grade 12 students must be enrolled in a minimum of six (6) classes per semester.
2. Attendance: All students are expected to come to school every day (see attendance section).
3. All students must sign an agreement to abide by the policies and expectations stated in the Guajome Park Academy Student handbook.
4. Students must abide by the GPA Computer Use Contract (see contract).
5. Students are expected to abide by the GPA Contract they signed when they enrolled at this school.

NOTE: Students, who have been enrolled at Guajome Park Academy and choose to leave, and then return, will be regarded as new applicants and must go through the admission process before re-enrollment at Guajome Park Academy.

Academic Probation

Students who earn, at the end of a grading period, a grade point average that falls below a 1.5 will be placed on academic probation. The terms of the probation and contract will be clearly specified in writing and discussed in a conference with the student and parents.

Students, who fail to meet the terms of the probation, may be considered for an alternative educational placement.

Academic Honesty Policy

It is our desire for the students of Guajome Park Academy to conduct their lives with integrity. Honest behavior is an expectation for all students at Guajome. It is our intention to create an ethical academic atmosphere. Specific types of academic dishonesty, which will result in disciplinary action, are defined below:

1. Cheating on major assignments, quizzes, or tests - Any intentional giving of or use of external assistance relating to an examination, test or quiz without explicit permission of the teacher. This includes looking on another student's paper, sharing answers, copying another student's paper, or using answers written on a cheat sheet, part of the body, the desk, etc.
2. Fabrication - Any intentional falsification or invention of data, data citation, or other authority in an academic exercise.
3. Unauthorized Collaboration - While collaboration is often encouraged, unauthorized collaboration is not permitted.
4. Plagiarism - Any intentional representation of another student's ideas, words, or works as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.
5. Alteration of Materials - Any intentional and unauthorized alteration of student, teacher, or library materials.
6. Forgery - Any unauthorized signing of another person's name to school related documents.
7. Theft - Any theft of materials.
8. Transfer of Unauthorized Materials - Any giving or selling of unauthorized materials.

Consequences of Academic Dishonesty

- First Offense - Student will receive a zero on work with no make-up permitted.
- Second Offense - Student may fail course; parent meeting.

All incidences of academic dishonesty must be reported to the appropriate House Leader and recorded in the student's cumulative file.

Withdrawals from School

Students planning to transfer to another school must present a written request from a parent/guardian to the Registrar. The Registrar will issue a withdrawal slip for the student to present to teachers (on the last day of attendance) in order to receive grades and return textbooks and clearing all debts (i.e. library fines). Transcripts will be sent to the student's new school at their request. Withdrawing from school for any reason other than transferring to another school requires working with a counselor and/or administrator. State law prohibits students from withdrawing from school before age 18. A release from compulsory education may be granted at 16 or 17 years of age under special circumstances (see a counselor or administrator for details).

Guajome Park Academy is reluctant to grant releases to students who have not yet earned a high school diploma.

Student Transfers

High School students may submit transfer requests to Vista Unified School District High Schools

during the first two weeks of each semester. Students must be up to date on credits and have a current transcript available. Students transferring into GPA from any high school must still meet GPA graduation requirements. For coursework offered at GPA, work-in progress will be considered. For courses not offered at GPA, student may not receive credit.

Repeated (Remedial) Classes

Only a grade of “D” or “F” can be repeated. An “R” will be placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. Only the new grade will be used in computing the grade point average. Students who fail a course required for graduation must repeat the course and earn a passing grade. It is highly recommended that students retake failed courses in the Summer School session immediately following the corresponding school year. Please note that NOT ALL courses are offered during summer school. Students may need to go to other accredited institutions in order to retake a course. Students may be allowed to retake courses during the school year if scheduling allows (this option is NOT guaranteed). Please refer to the course catalog and contact the Guidance Counselor for specific subject area course requirements. Students are strongly encouraged to repeat any course in which a "D" or lower grade was earned. (UC and most 4-year colleges do not accept grades of “D” or lower.)

Incomplete Grades

A student may receive an “incomplete” (“I”) only when some occurrence beyond the student’s control prevented him/her from finishing the class requirements on time. A student will be required to make up an incomplete grade within two weeks of the end of the term. If course requirements are not completed within two weeks, a “zero” will be given for the incomplete work and a final grade will be determined and recorded.

High School Student Scheduling and Class Changes

During the scheduling process, students and parents have many opportunities to provide input regarding the courses the student should take. Counselors give students a transcript showing work completed and work in progress early in the scheduling sequence. The student and their parents should check the transcript carefully to ensure that they are meeting graduation requirements and to use as a guide in planning the following school year. If parents have concerns or questions regarding classes and requirements, they should contact the counselor before their son or daughter registers. Once the semester starts, class changes will only be considered during the first two weeks for a student who

- has failed prerequisites
- has taken the course in question over the summer and no longer needs the class
- needs a schedule change due to graduation requirements (approval from counselor and House Leader required)
- has been placed in an incorrect curriculum level of a class (e.g., Honors/AP/IB instead of college prep)
- is a senior who is on track for graduation and is requesting a minimum of 6 classes in their schedule

The other situations in which a student’s schedule might be changed include

- over-enrollment in a class whose numbers must be reduced
- enrollment in a class which lacks sufficient enrollment and which is subsequently cancelled

In order to maintain balanced class sizes, students are assigned to teachers randomly by a computer system designed to accommodate the needs of pupils, scheduled eight periods a day in over 200 different courses. Students may not change teachers once class assignments are made. However, a teacher change will be considered under the following conditions: 1) The student has had the teacher in a previous year, AND 2) the parents, teacher, and House Leader believe a teacher change would be in the best interest of the student. Under these conditions, the parent should contact the counselor to ascertain whether a teacher change is possible. After the 2 week

period, students may not change classes. Please select your courses carefully. We will work very hard to provide you with the support to be successful in every course.

If there is an extreme or unusual circumstance past the 2 week period, a meeting with the student, teacher, parent, counselor, and House Leader must take place prior to a change (no exceptions).

Homework/Missed Exams/Late Work Policies

Each teacher has his/her own policy for homework, missed exams, and acceptance of late work. It is the student's responsibility to become familiar with the teacher's policies and adhere to them. Some Houses establish a common House policy on late work. Your teachers will let you know if there is a common House policy for late work.

Student Work Upgrade Policy

Minimum Upgrade requirements:

- 2.0 or "C" on the work **that was turned in on time.**
- Shall be applied to major projects and papers, as designated by teachers.
- Upgrades will be accepted **within the quarter grading period,** (at the discretion of the teacher) with the exception of those students with special needs or circumstances as defined in the criteria for an incomplete.

Off Campus Course Credit

Off Campus Credit Forms

Guajome Park Academy (GPA) students wishing to receive credit at Guajome for classes taken from accredited institutions off campus (i.e. other high school programs, college, on-line courses, etc.) must complete on "Off Campus Credit Approval" Form PRIOR TO ENROLLING IN AN OFF CAMPUS CLASS. Forms may be obtained from a counselor. The counselor will keep a copy of the completed and approved form in the student's working file.

Off Campus Courses

GPA guidelines allow a student to take up to 50 credits in off campus courses during the student's four years of high school.

Unless otherwise authorized by the school administration and house leader, off campus courses should be limited to one per core subject area.

College Credit for High School Diploma

College or university courses may be taken for high school credit if prior permission is received using the Off Campus Credit Approval Form. Arrangement to apply this credit toward high school graduation must be made prior to the first meeting of the course, and in accordance with the following:

- Students may apply a maximum of 20 high school credits from college courses toward graduation requirements if prior permission is received via the Off Campus Credit Approval Form. In addition, students may repeat a class that has been attempted and failed at the high school level.
- It is the responsibility of students who wish to apply college credit toward high school graduation requirements to see that their transcript is forwarded to the high school registrar in a timely manner.
- Students who attend classes provided by a college will be allowed high school credit according to the following scale:
 - a) College classes at the "100" level or equivalent:
high school credits per college unit (maximum 10 H.S. credits per course)

b) College classes below the “100” level:

<u>College credits</u>	<u>Equivalent High School credits</u>
1 credit*	no credit
2 or 3 credits	5 credits
4 or 5 credits	10 credits

* Students who receive 1 or 1.5 college credits for physical education will receive 2.5 high school credits in physical education. Prior administrative approval required.

Work Permits

All students and persons under 18 years of age, including emancipated minors and high school graduates, **MUST** have a work permit to be legally employed. Work permits are issued by the Work Experience Coordinator and are valid for one school year at a time. Students must renew their work permits yearly, as well as each time they change jobs. Students who are not performing well in school, have excessive tardies/absences, or who engage in behavior that leads to expulsion, risk having their work permit taken away by school personnel, meaning they may no longer legally remain employed. Additionally, students may **NOT** be employed during their scheduled school hours.

Student Representation

Students who participate in internships, job shadowing, or other opportunities in the community are representing GPA and must adhere to GPA rules, regulations, and appropriate behavior, as outlined in this handbook under *Do's and Don'ts*, keeping in mind to represent GPA properly at all times. Students who violate GPA rules and regulations or engage in behavior that reflects negatively on GPA will no longer be allowed to participate in these activities.

Community Service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Community and service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. Students are expected to become actively involved in service activities.

Community Service

All students at Guajome Park Academy are required to perform thirty (30) hours of community service during the year as per the GPA Charter. Guidelines to fulfill the requirement are as follows:

1. Students may choose many different types of community service. The type of service that a student chooses to complete will involve giving of time and talents to the community or school.
2. Students will be informed of community service opportunities in Advisory but are also expected to seek out opportunities on their own.
3. Since this requirement is a part of the Advisory, it will be evaluated with the rest of the Advisory requirements. Students must keep a record of their community service in their student planner or make other appropriate record-keeping plans with their supervising teacher.
4. Students may earn their community service hours during the summer immediately preceding the school year.
5. GPA believes that service should be a way of life, and students are encouraged to humbly serve others and the community as often as possible. Students may earn more than thirty (30) hours of community service.
6. Opportunities for community service may include but is not limited to: peer tutoring, Key Club, Friends of Frogs, House Council, School council, Business and Community partnerships, recycling, ASB, peer mediation, and internships.

Human Ingenuity

- *Why and how do we create?*
- *What are the consequences?*

Human Ingenuity allows students to focus on the evolution, processes and products of human creativity, while considering the impact of such products/processes on society and the mind. Additionally, students learn to:

- ~ Appreciate and practice the human capacity to influence, transform, enjoy, and improve the quality of life.
- ~ Explore the relationships between science, aesthetics, technology, and ethics.
- ~ Solve problems and show creativity in a variety of contexts.

ACKNOWLEDGEMENT OF RECEIPT

**GUAJOME PARK ACADEMY
2009/2010 STUDENT HANDBOOK**

Name: _____
(Please Print Name of Student)

Grade: _____

I, _____, have read and understood the 2009-2010
(Student Name)
student handbook.

Student Signature

Date

I, _____, have read and understand the 2009-2010
(Parent/Guardian Name)
student handbook.

Parent/Guardian Signature

Date

~~~~~  
Return this completed Acknowledgement of Receipt to student Advisor.