

**KAVOD ELEMENTARY CHARTER SCHOOL**  
**RESPECT MAKES A WORLD OF DIFFERENCE**  
**ACADEMIC EXCELLENCE - HEBREW LANGUAGE - SOCIAL RESPONSIBILITY - GLOBAL AWARENESS**

**PARENT AND STUDENT  
HANDBOOK**



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## INTRODUCTION

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It is our pleasure to welcome you to Kavod Elementary. The staff at Kavod is dedicated to providing the best possible education to meet every student's individual needs. At Kavod we believe every student should have a sound educational plan that incorporates both school and parental involvement. We hope that we can embark upon building a successful school community that supports cooperative learning and academic success.

"Knowing other languages & cultures brings opportunities, opens doors, extends your reach, leads to employment opportunities, strengthens literacy and problem-solving skills, builds intergroup relationships and bridges multiple cultural and language worlds." --The San Diego County Office of Education

## MISSION & VISION

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Kavod Elementary Charter School strongly encourages all parents and students to review the Kavod Elementary Charter approved by the San Diego Unified School District (SDUSD). The charter details the promises the School has made to be a school of excellence that serves students well, in exchange for the authority to operate independently from SDUSD. The Charter also details how Kavod Elementary will meet students' learning needs.

### Mission

The mission of Kavod Elementary Charter School is to provide an excellent academic program infused with dual language through Hebrew immersion and encourage the development of socially responsible, respectful, global citizens.

### The Meaning of "Kavod"

Kavod is the Hebrew word for honor and respect. It is a word of great strength and importance in the Hebrew language and these are the traits we want to instill in our students' lives and interweave throughout all aspects of the school. In order to develop life-long learners, 21st century-educated people and socially-aware citizens, Kavod Elementary will create a culture of honor and respect towards education and the learning process.

### Vision

Our vision at Kavod Elementary Charter School is to create a dynamic community of learners who strive for academic excellence and achievement and who become proficient Hebrew and English speakers, and through investing in our teachers and educational programs, our students will be continually challenged in order to meet their full potential. We believe in creating a diverse community where students work together, actively engaging in service-learning projects in order to become productive members of society. In this environment, our students develop the tools needed to achieve success in their continued education, careers and journey in life.

## ADMISSION REQUIREMENTS AND ASSURANCES

Kavod Elementary is a charter public school of excellence serving students in Kindergarten through 5th grade. Enrollment in our school is open to all students who reside in California. No tuition is charged for enrollment.

- Kavod Elementary will admit all California residents who wish to attend, as called for in Ed.Code §47605 (d)(2)(A) who are age-eligible, according to Ed. Code §48000 (a). Kavod
- Kavod Elementary's admissions process will reach out to families to enable the school to have a diverse student body.
- All students will be admitted, space permitting, and not determined according to the place of residence of the student or of his or her parent or guardian. Kavod Elementary will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.
- The school's admissions practices will comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.
- Kavod Elementary will be open to all students including those with special education needs.
- Kavod Elementary will support the administration of special education services at the school site by the San Diego Unified School District and participate in the search child/find efforts of the SELPA.

### Admission Requirements

Kavod Elementary understands that the minimum age at which a student may be admitted to public school in California will vary until the 2014-15 school year. Kavod Elementary will comply with the minimum age requirements defined in Ed. Code §48000, as follows:

- a) A child shall be admitted to kindergarten at the beginning of a school year, or at a later time in the same year, if the child will have his or her fifth birthday on or before September 1.
- b) On a case-by-case basis, the Kavod Elementary Board may admit to kindergarten a child having attained the age of five years before January with the approval of the Executive Director, subject to the following conditions:
  - Student must receive a recommendation from current placement
  - Student must have an observation/assessment with Kavod
  - No student who is granted late entry is automatically guaranteed to move onto 1<sup>st</sup> grade.

Prior to the admission of a child to the kindergarten or first grade, the child's parent or guardian will present proof evidencing that the child is of the minimum age fixed by law for admission. The method of proof of age may be any of the following unless the Kavod Elementary Board revises this list:

- a) certified copy of a birth record;
- b) statement by the local registrar or a county recorder certifying the date of birth;
- c) baptism or birth certificate duly attested;
- d) passport; or
- e) when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor.

### Admission Preferences

- Kavod Elementary will admit all age-eligible California residents who wish to attend, as called for in Ed. Code §47605 (d)(2)(A).
- The school will determine admission by a public random drawing (lottery) if the number of pupils who wish to attend exceeds the school's capacity.
- Students already enrolled are exempt from lotteries. Once a student is admitted to the school, he or she may remain in attendance through subsequent grades.
- Siblings of students already admitted to or attending Kavod Elementary will be exempted from the lottery and admitted to the school, space permitting.

- Children of Founders, Board of Directors, Faculty and Staff will be exempt from the lottery and admitted to the school as long as the number admitted by this exemption does not exceed ten (10) percent of total enrollment at Kavod Elementary.
- Kavod Elementary will employ a single lottery with a higher weighting for students who are SDUSD residents.

\*Additional policies regarding the admissions and lottery process can be found on file at the Kavod office.

## GOVERNANCE

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### Board of Directors

The Board of Directors of Kavod Elementary is the School's oversight and policy-making body. Board members have fiduciary responsibilities for the wellbeing of Kavod Elementary.

Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school's compliance with relevant laws, and regulations and raising funds to support the school's growth. The Board of Directors may delegate certain responsibilities and duties to the School's Executive Director or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

As delineated in the Kavod Elementary bylaws, the initial Board will consist of a minimum of five members, including one parent or guardian of a Kavod Elementary student to be named after the school's initial enrollment is known

As the need arises, the Board will fill vacant or additional seats with individuals who have experience in areas such as finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources, and not-for-profit governance.

Kavod Elementary will comply with the Brown Act to ensure that the public has open access to information and decision-making regarding the School's policies, procedures and performance, and equal opportunities to hear, discuss and influence Board of Director decisions in an open forum. The Board will conduct open meetings at least quarterly during the school year. One meeting each year will be designated the Annual Meeting for the purpose of organization and the appointment of officers.

## ATTENDANCE EXPECTATIONS

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### Attendance Procedures

**In California, parents are obligated to compel the attendance of each student.**

Parents are expected to limit absences while school is in session. It is a disservice to a child's education for he/she to be perpetually absent or tardy. Chronic absenteeism from school can have a drastic impact on a child's education. It is a parent's responsibility to ensure children arrive to school on time and have exceptional attendance.

State Education Code § 48200 and 4826 (a) mandate that all children are required to attend school daily and arrive on time. Academic achievement of children is directly related to school attendance. Any absence not related to illness, legal or religious holidays are considered unexcused. Students are expected to schedule medical and dental appointments around the school schedule. All medical absences that extend over two days or more days may require a doctor's verification.

#### Short-Term Independent Study Agreement

If your child is going to be foreseeably absent it is your responsibility to complete a short-term independent study agreement prior to their absent. Short-term independent study agreements can also be provided the day of an unforeseen absence. They may not be provided after the absence. Work must be completed the day of the absence in order for a student to receive credit for the day. Completing the short-term independent study will retroactively

mark your child as present, once it is approved by the teacher. Without proper completion of short-term independent study your child will be marked absent.

To receive a short-term independent study, contact your child's teacher. Kavod is a site based school and only provides short-term independent study for short-term absences.

When a student is absent from school, it is required that the parent/guardian call or email the Main Office on or before the day of absence and identify the cause of absence. Parents should notify the teacher via email as well.

### Chronic Absenteeism Automatic Withdraw Policy

The California Legislature defined "truant" in very precise language. It states that a student missing more than 30 minutes of instruction, without a valid excuse, three times during the school year are to be classified as a truant. A valid excuse constitutes absences related only to health, legal or religious reasons. For Kavod, beyond two consecutive days of illness a child must have a doctor's note for those illnesses to be excused.

Chronic absenteeism from school can have a drastic impact on a child's education. It is a parent's responsibility to ensure children arrive to school on time and have exceptional attendance. Charter schools are schools of choice. Parents who have their child repeatedly physically absent from school are choosing to not attend Kavod and the school has a right to withdraw a student who is not attending.

Independent Study agreements are to be used by families for infrequent and short-term situations and are not designed to excuse students from in-class attendance. Kavod is a seat-based school, thus for a potential withdrawal the school will take into consideration the number of independent study agreements completed and factor in the academic progress of a student's ability to complete work independently as determinations in the decision of whether or not to withdraw. These factors will only be considered when independent study agreements have been completed. Despite completion of independent study agreements, or excused absences, chronic absences is an indicator that the program may not be the right choice for the child.

Students may be automatically withdrawn from Kavod after 20 excused or unexcused absences from physical class attendance, regardless of independent study agreements. For this purpose if a student misses over thirty minutes of instruction for any unexcused reason, 3 times will equate to one absence. A notification will be sent home to parents when the school deems attendance of frequent tardies is a concern. The notification will outline the possible repercussions if school attendance does not improve.

### Late Arrivals

Students arriving to school after 8:00 A.M. must report to the Kavod Main Office and obtain a late pass prior to going to class. Students will not be allowed in the classroom without this pass. Parents of students must accompany their students to the Main Office to obtain a late pass. Please support your children by arriving to school on time and establish promptness in their daily schedules. If a student misses over 30 minutes of instruction for any unexcused reason, 3 times will equate to one absence.

Additionally, students are expected to arrive to school before 8:00 a.m. Students who arrive after 8:00 a.m. are considered tardy. Tardies can be just as detrimental to a child's education as full-day absences. Kavod Elementary students who are not present at roll call will be marked tardy. Any tardy not relating to health, legal or religious reasons are considered unexcused, regardless of a parent note.

### Early Sign-out Procedure

Students will be allowed to leave school only with a parent or legal guardian, or with another person designated in advance by a parent or legal guardian. Any person picking up a student early must sign a log at the Kavod Main Office, no one may go into the classroom directly. The school will not accept notes or telephone calls to request early dismissal. Parents may not sign out their child before the dismissal time unless it is for medical or emergency situations. No one may access the campus between 3-3:30 for the purpose of picking up a child early. Under no



circumstances can a child be picked early after 3pm unless they have consent approval from the Director. Frequent early dismissal has the same impact as late arrivals. If a student misses over 30 minutes of instruction for any unexcused reason, 3 times will equate to one absence.

## Drop-off and Pick-up Procedures

It is vital that we follow the drop off pick up procedures to ensure compliance with the city. Students may be dropped off 15 minutes before school (7:45am) and must be picked up within 10 minutes of school closing (3:40pm). Students can be dropped off curbside in front of the school when Kavod faculty are present. All students will enter through the gate. No students may be dropped off between 7:30 and 7:45. After 8:00am the gate will be locked and students will be considered tardy.

Carline will be available for the morning. Parents who decide to use the car lane are asked follow these procedures, even when staff is not present:

- Drive in from Fullerton Street, and out onto Success.
- No-U-turns are allowed in front of the school.
- Pull all the way forward prior to dropping off or picking up your child, otherwise the rest of the carline is halted
- Do not to park on a blue-line for the handicapped spots/areas. Police do monitor the area and will give out tickets if your car is touching a blue line.
- Be courteous of staff who need to leave from the parking spots that the carline blocks in. Try to provide them an opportunity to leave prior to moving forward in the line.

Only those on an approved pick up list may pick up a student from school. If someone other than a parent/guardian or designee on the approved list is to pick up a student, the parent/guardian must call the school prior to 3:00pm. Anyone who is not the parent/guardian or designee on the approved list, must show proof of identification.

Parents are responsible for dropping off and picking up their children in accordance with the designated drop off and pick up times. Kavod does not provide supervision to students prior to drop off and after pick up. Kavod Elementary Charter School has a separate before and after school provider. Families enrolled with the outside provider are subject to their rules and regulations for their program.

If a child is at the school outside of the designated school hours, families who are not registered with the before and after school program will be will be charged **\$20** if a child arrives before 7:30 or has not been picked up by 3:40. In lieu of contact from the parent, and if the school cannot reach a person on your contact list, or if faculty are unable to be supervise, your child may be taken to the police department.

Kavod strongly encourages families to register with the before and after school program.

## HEALTH/WELLNESS & SAFETY

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### Immunizations

All students must provide updated immunization records and/or a medical waiver, signed by a physician to attend school.

### Medical Appointment

Parents should schedule children's medical appointments after school, whenever possible to minimize the student's time away from school. If appointments are made during the school day, parents must come to the Main Office and sign-out their child.

## Medication

Any medication brought to school must be in original containers and accompanied by the medication form from the student's physician, complete with instructions for administering the medication. The form must include the name of the medication, method, amount, and time schedules by which the medication should be taken. Forms can be obtained at the main office or on the school website. The student must come to the Main Office to take the medication at the appropriate time.

## Illness and Injury

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

The following symptoms are valid reasons to keep students at home:

- High Fever
- Nausea and Vomiting
- Evidence of a Communicable Disease
- Severe Headache or Severe Stomachache
- Spasms or Convulsions
- Any Severe Accident Including Deep Cuts or Bleeding
- Persistent Coughs
- Rash

## Lice

Students should not come to school if they have live lice. If Kavod finds a child on campus with lice, the parent will be notified to pick the child up from school to treat the child. Children may return to school with proof that a treatment has been provided to the child. Kavod has additional resources on file to help support families in removing lice from their children and households. As lice is frequent and not considered contagious, Kavod does not notify entire classes if lice are found.

## Food Policies

### Peanut Free

As peanuts are a common source of serious food allergies, Kavod is a peanut-free campus in regards to student lunch, snacks and school-events.

### No Food Sharing

In order to ensure our students' safety, Kavod adheres to a no food sharing policy. Kavod's no food sharing policy discourages students from sharing food with each other in attempt to prevent any allergy exposure from food and requires that the teacher notify the parents when food will be present in the classroom, unless indicated otherwise below.

Parents may not bring in food to share unless it has been organized with the teacher. We ask all parents to respect that everyone has different dietary needs and to note that, as a public school, Kavod restricts food from classrooms/school only if there is a life-threatening medical reason, and based on conversations with parents regarding this medically necessary restriction. Parents may not bring in treats for birthdays or holidays.

To ensure parent organizers are aware of each child's individual needs, we will provide dietary information that is listed on the enrollment packet to the room parents. If your child has dietary restrictions, whether it be allergies, restrictions for personal beliefs, or restrictions for any other reason please make sure you have informed the school by indicating the restrictions the enrollment packet and by notifying your child's teacher each year. Kavod does not make assumptions on a family's behalf.

### Classroom Activities

Below is a list of common foods/drinks that the teachers may have at parties, used in the curriculum or offered as prizes throughout the year. Anything provided will be in moderation. If the teachers plan to provide food/drinks to

students beyond what is on this list, they will notify the class parents. If you have a concern with any of the foods/drinks listed below, please reach out to the teacher immediately, as he/she does not need to get consent prior to having these in the classroom as they are listed here for reference.

- Popcorn
- Hot Chocolate
- Juice (including sparkling cider)
- Cheese Crackers
- Pretzels
- Hummus
- Bread
- Fruits & Vegetables
- Popsicles
- Granola
- Graham Crackers
- Chocolate
- Lollipops/Small Candies

### Snacks and Lunch

Kavod does not provide food to students who forget their snack or lunch, or who are still hungry after eating what they were provided. It is the responsibility of the parents/guardian to provide food for their children, to provide money to purchase a school lunch and/or to determine eligibility for free and reduced lunch.

If possible, Kavod will use the SDUSD food services, and does not offer food to Kavod students when the SDUSD campus is closed.

Only on the first infraction of a missed snack or lunch will the school provide food and only if the school has a food available. It is not a guarantee that the school will be able to provide something on the first infraction, we do so as a courtesy when possible. The office cannot cater to dietary preference restrictions. Students may use their emergency snack if they have one available. Parents are given written notices to inform/remind them if their child did not have a snack.

**Kavod strongly encourages healthy snacks. Candy and unhealthy snacks make children too energetic and/or lethargic, which impacts their ability to learn. As parents are responsible for choosing the food for your children's snack and lunch we encourage you to help your child be the best student he/she can be by providing them with food that will help them stay focused. Kavod has a list of healthy snack options on the parent access page of the website. Sweet-treats should be reserved for special occasions at Kavod. Kavod will confiscate candy and chocolate bars from students and return to the child after school.**

### Bathroom Policy

All students are encouraged to use the bathroom during their free time or independent work time, when possible. Students may only leave class during mini-lessons per the teacher's discretion. Kavod is not able to accommodate parent requests for a bathroom chaperone.

### Safety Plan and Evacuation

The Kavod staff will be trained in procedures to be taken in emergencies situations. Kavod will host drills for students to be prepared for situations in which emergencies may arise.

If students need to evacuate classrooms or buildings within the school site, students will be directed to the dirt field away from the school buildings.

If students need to evacuate the school site they will walk to Taft Middle School located at 9191 Gramercy Drive. The middle school is .3 miles away.

Kavod will contact parents after all emergency persons have been notified.

## PROGRAM COMPONENTS

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### Academic Program

Kavod adheres to the common core curriculum for core subjects and implements a school-designed curriculum for Hebrew as well as for Israel and Global Studies. Kavod uses the workshop model of instruction. Curriculum Guides/Scopes and Sequences can be found on campus, or by contacting the class teacher/instructor. All students will partake in all school-related/class activities for all subjects. If a parent wants to opt a child out of an activity, they must do so in writing.

### Standards-Based Report Cards

In a standards-based system, student achievement is reported in relation to the state/core-content standards. The report provides information about student proficiency.

### Character Development

The mission of Kavod Elementary Charter School is to promote academic excellence, utilizing a Modern Hebrew-English language program, within a service-learning environment, with a deep commitment to the development of responsible citizens who can thrive in our global community. We understand that building strong character traits will aid our students in growing into socially responsible citizens. We believe in creating a diverse community where students work together, actively engaging in service-learning projects in order to become productive members of society. In this environment, our students develop the tools and character traits needed to achieve success in their continued education, careers and journey in life. Kavod students focus on character traits that will enhance their role as a socially responsible, global citizen; beginning with understanding the meaning of Kavod.

### Service Learning

Each year students partake in service learning opportunities. The activities are designed to be student-driven to heighten the engagement level of the students.

### Home Review/Home Practice Policy

Kavod does not implement traditional homework. Kavod believes it is important for the family to support and encourage the learning process, and that the learning process should primarily occur in the classroom. Students will be expected to read at home and will be asked to keep a nightly reflection log, students will be sent home with concepts to review with their parents. The purpose of this review is for students to engage their parents in what they are achieving at school. Students should not be struggling to complete any work at home. No new concepts will be introduced to students during home review. Any work completed will be a review of what was presented at school or fun projects to be completed as a family. Teachers will provide parents with talking points on what the students are learning each week to aid parents in a review conversation with the students.

### Reading

Students are expected to read at home each week to promote literacy skills and encourage the learning process at home. Kavod encourages nightly reading, but as the school understands that may not always be possible we have instituted a weekly reading requirement.

**On average, and inclusive of nightly reading,** the review should not exceed the following guidelines: Kindergarten - 10 minutes; 1<sup>st</sup> grade - 15 minutes; 2<sup>nd</sup> grade - 20 minutes; 3<sup>rd</sup> grade – 5<sup>th</sup> grade 30 minutes.

If any student has challenges with review material that comes home, or if the review is taking longer than the recommended time, parents should indicate the challenge to the teacher.

In individual circumstances if additional home-review is needed to increase student success, it will be brought to the parents' attention.

## GATE Testing

Beginning in grade 2 students who show an advanced level can be tested for GATE. Students will be recommended for GATE based on a plethora of criteria, including their ability range is greater or equal to two standard deviations above the mean differ from their age peers. Children who score in the ability range greater or equal to two standard deviations above the mean differ from their age peers in that they generally show advanced comprehension, a faster pace of learning, and an ability to handle greater depth and complexity in their learning. Kavod will inform families when the SDUSD testing window opens. It is the parent's responsibility to pay for and coordinate GATE testing with SDUSD. As described in our curriculum, program adaptations are an integral part of our program to address the learning levels of all students to assist them in achieving the greatest level of success while a student at Kavod Elementary.

## PARENT & STAKEHOLDER INFORMATION

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Kavod Elementary encourages parents, students, teachers, staff, and other stakeholders to attend, listen and comment on Kavod's educational program at Board meetings by posting meeting notices with agenda on the Kavod website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code § 54954.3(a)).

### Parent/Guardian Involvement

Parents/Guardians are expected to read and/or listen to all communications Kavod provides. The Kavod website, Phone-tree phone calls, email, newsletters and/or handouts provided in student folders, electronic e-blasts and/or newsletter campaigns, as well as other communication sources are all formal sources of communication from the Kavod program. It is a parent/guardian's responsibility make sure he/she has access to all sources of communication and is responsible for reviewing all sources of communication.

Kavod Elementary encourages parents to be involved in all aspects of the school. Through the Kavod Parent Committee and the parent representative on the Board, parents can make their voices heard on broad issues or concerns. Parents are encouraged to volunteer at the school site. Parents and guardians are encouraged to communicate with their children's teachers about their children's learning program. Conferences are held at least twice a year.

In addition, the Board may ask members of the school community, including teachers and parents, to participate in, or comprise, standing or ad hoc committees of the Board. For example, the Board may invite members of the parent body to participate in, or comprise, advisory or ad hoc committees to study or implement a specific policy or action for Kavod Elementary and advise the Board or administration on how best to proceed on these or other vital issues faced by Kavod Elementary.

Kavod loves volunteers! Due to our limited space, to maintain a productive working environment, and to ensure a conducive learning environment, volunteers are welcome when scheduled with the office and/or at the teacher's discretion.

Parents may begin walking back to the Kavod campus and volunteering on-campus after the second week of school. Before then, we require all parents to refrain from entering the campus. It is vital for all students to be on-time for school to help them value their routine.

We strongly encourage parents to help supervise recess and lunch. Parents who volunteer must be willing to engage with the students and be proactive in fostering playground edict. We also love for parents to join the students on the playground in the morning before school begins.

Each class will have a room parent, provided a parent volunteered is agreed upon with the teacher. Room parents are responsible for the following type of tasks (subject to change):

- adding parents to the Kavod Parent Facebook Group

- organizing teacher appreciation with the KPC
- collecting, organizing and counting box tops (unless there is a box top school coordinator)
- organizing events as requested by the teacher
- reaching out to parents as requested by the teacher by both phone and email
- organizing playdates for the class
- submit parent news to the newsletter (births, exciting family events, congratulation remarks)
- building class parent community (ex: set up meal train and support when necessary for other families\_
- other duties as directed by teacher or administration
- Teacher Survey to support with parent appreciation

## Volunteers

Volunteering is strongly encouraged. Below are the expectations of our volunteers; additionally there is a packet for Non-Employees who Support Students that must be reviewed. By signing the handbook you are agreeing to the volunteer terms, agree to abide by all of the Kavod policies, and agree that Kavod and any affiliate of Kavod, including employees, will not be held liable for any personal injuries that result from being on the Kavod campus.

**STUDENT SAFETY ALWAYS COMES FIRST:** Volunteers who may, at any time, be around children without Kavod faculty will need to be live scanned. While working as a volunteer, student safety must be the utmost priority.

**BE PROMPT AND DEPENDABLE:** The teachers count on you, and appreciate your promptness and reliability. If you know in advance that you will not be able to make it during your designated volunteer time, make arrangements to have another parent cover for you. If it's at the last minute and you can't arrange coverage, leave a voicemail for the teacher so she can make necessary accommodations in her lesson plan.

**BE FLEXIBLE:** Be willing to do what the teacher asks of you. There may be times that you will not directly work with the children, but instead the teacher needs you to staple papers for an hour. Sometimes, a job that seems tedious to you is a big timesaver for the teacher and allows the teacher to get more effective teaching time in. Please be open and flexible about whatever the teacher asks you to do.

**BE SURE TO UNDERSTAND WHAT THE TEACHER NEEDS:** If you aren't sure, feel free to ask for more clarification

**NO CELL INTERRUPTIONS:** Turn off your cell phone or place it on vibrate. It would be inappropriate and disruptive to make or receive phone calls during your classroom volunteer time

**HOLD OFF ON CONVERSATIONS WITH OTHER PARENTS:** Please do not socialize with other parents in the classroom during your volunteer time. There may be other parents present or volunteering in the classroom during your time; it would be disruptive to the class if the parents socialize or chat during class time

**BE CONFIDENTIAL:** Confidentiality is crucial and is the cornerstone of a successful classroom volunteer program. Information about every child is CONFIDENTIAL. All conversations with teachers and staff, test scores, behavior, etc. must remain within the classroom. Comments about children's progress (or lack of) and behavior in class should be addressed by the teacher. Please give each child the same respect you would want shown to your child by others.

**BE POSITIVE/PRAISE EFFORT:** Make specific, positive comments about the children ("Johnny, you worked really hard on that math problem!"). Catch the child doing something good and then praise it.

**OFFER FEEDBACK TO THE TEACHER:** If you have a concern about a specific child or feel there is a need for some negative comment or disciplinary action, please tell the teacher and let her decide the appropriate action to take with a child. You may have observed something she did not see, and your feedback is important in helping her do her job.

**DRESS APPROPRIATELY:** The classroom isn't the place for skimpy or distracting clothing, or outfits that draw the children's attention to you rather than to the teacher. All parents must dress in a professional manner.

**VOLUNTEER SIGN IN:** There is a Volunteer Log at the Kavod office. Volunteers will need to sign in when they arrive and when they leave, and record the time spent volunteering.

We strongly encourage parents to help supervise recess and lunch. Parents who volunteer must be willing to engage with the students and be proactive in fostering playground edict.

### Main Parent Contact and Office Appointments

Though the Executive Director is the main point of contact for parental involvement, the Administrative Assistant is the primary point of contact for questions and referrals to other school personnel. This process will ensure parental access and involvement with school personnel.

Parents should schedule appointments to meet with a member of the administration team.

### Visitors

All visitors, including parents and volunteers must sign the visitor log at the Main Office and receive a visitor badge or a visitor pass to a classroom. Visitors who do not comply with campus policies may be removed from the premises.

### Field Trips

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate in field trips since they are curriculum based. These trips are organized by the teacher and occur during the school day.

General requirements for field trips:

- Written permission is required for all field trips to sites other than the Kavod school property. Permission Slips for trips throughout the year will be issued for each trip. Parents must be informed as to the activities involved in the trip. **No child will leave the school premises on a trip without the school having obtained express written permission from the parent.** Vehicular seatbelts must be worn on all field trips if a student is not transported by a school bus.
- Your child's teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you consider the following:
  - a) You may not bring your other children with you.
  - b) You assist the teacher in charge on the trip.
  - c) You supervise a small group of students.
  - d) You adhere to our 'no sharing' policy (food, candy, liquids).

The school reserves the right to select chaperone volunteers who exhibit appropriate behaviors and who are live scanned through SDCOE.

### Celebrations

We delight in celebrating your child's birthday at school with his or her friends and teachers! Teachers will be provided a birthday list and may facilitate activities during the day to acknowledge the special day for your child. Kavod requests that parents do not provide any cakes, cupcakes, edible items or gift bags for birthday celebrations. In order to not disrupt the educational program, we ask that parents and relatives not visit the class for birthday celebrations. We need your full cooperation in this matter and we appreciate your understanding of the nutrition guidelines we adhere to in the best interest of all Kavod students.

Invitations for personal parties may not be distributed on campus.

### Distribution Policy

The Kavod Distribution Policy is set in place to safe guard our students and their privacy.

Kavod Elementary will not distribute materials from outside organizations that are in any way discriminatory or exclusive to specific affiliations or groups. As a public school, and by law, Kavod is not affiliated with any religion or race; thus all information distributed to the Kavod community must be 100% inclusive to all students of various races, religious affiliations and backgrounds.

### Distribution of Information

Kavod has high integrity standards. All information that is widely distributed to any part of the Kavod Community must be sent through the school with school approval. Parents and students may not distribute information about individual child events or for any purposes at the class or school level.

All parents are encouraged to join the Kavod Parent Facebook group, and information about events may be posted there. Parents may also submit news to the school newsletter. All submissions must be made on before the 25<sup>th</sup> of each month and the school has the right to deny a submission from being published.

## Kavod Directory

The Directory is provided for parents for such events as: setting up play-dates and arranging school-approved activities...etc. Parents may not use the Kavod directory to distribute information or for any other purpose such as marketing, promoting or solicitation. If access to the Directory is used for any reason that does not support the Kavod vision and program, the Directory may be revoked from parent access. Directory information includes: students' name and grade, parent/guardian relationship to student, email address, address and/or neighborhood of residence, and phone numbers. The Directory can be found on the Kavod Parent Portal.

Unless a parent requests exclusion through written consent on a yearly basis before September 1<sup>st</sup>, information provided to Kavod for the parent directory is shared with Charter Nation. Charter Nation provides charter school parents with information pertaining to the political advocacy and legislation surrounding charter schools.

## Media Release

Kavod's priority is ensuring the security and safety of your children. Kavod's media release policy allows for the school to use images or student statements to enhance the school community. Unless notified by a parent in writing to request otherwise, Kavod will adhere to the following guidelines when using student images and/or statements. Kavod only uses full names of students for recognition in places such as the newsletters or teacher websites, which are available only to the Kavod parents via the locked parent access page. The school will not use students' full names for public purposes without first obtaining parent consent. It is common practice for Kavod to use student statements and images in print and video, and use first name/last initial, or vice versa, of students for a variety of purposes to enhance and promote the school community and for other informational, recruitment and marketing purposes. Kavod will upload videos as a means for parent to be able to view videos and for other school-related purposes.

In order to opt out from having your child's image or statements from being used for above-type purposes, you must provide Kavod Elementary a statement in writing, with a signature and date for that academic year, that indicates the specific mediums that you are withholding consent from; otherwise up until we receive such notification, enrollment at Kavod indicates you agree to Kavod using your child's image, statements and first name.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student's education records. To best serve the student's education needs, it is necessary to disclose a student's name and address to the following classes of vendors that provide important services related to a student's education. In all cases, these vendors will have agreed to ensure the confidentiality of the student's name and address and to not use the information for purposes other than that contracted to meet the student's education needs.

- Companies that enter the student information into a computer database for use by school officials
- Other contractors and subcontractors that San Diego Unified School District and/or Kavod identify as necessary to providing education services

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

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The School will make will make copies available to parents for \$0.25 per page.



(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School Executive Director clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## Feedback/Suggestions/Grievances

The Kavod Board strongly encourages feedback and suggestions. The Executive Director, KPC and Parent Board Representative are great resources for parents to go to with feedback, suggestions and any concerns. We ask that parents to try to resolve issues at the lowest appropriate level.

Kavod offers multiple ways for parents to have their voices heard:

- At the class level, please speak with the teacher.
- At the school level, please speak with the Executive Director or the Kavod Board Parent Representative.
- Kavod also has an anonymous suggestion box in the office and set up electronically, which is checked by the Kavod Board Parent Representative.
- Kavod requests that any concern is also presented with recommendations and suggestions, when being presented at any level.

## CODE OF CONDUCT

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As Kavod is a school of choice, students who are disruptive to the learning environment and/or who make choices to disrupt the learning environment, or do not adhere to the expectations of Kavod's code of conduct may be dismissed from the Kavod program.

### Behavior In Classrooms

Kavod promotes a culture of respect. The school will design and implement a school-wide classroom management system that upholds the values of respecting one another. Students must adhere to this system. Students are

expected to be courteous to one another, respect and tolerate one another and to work together to promote a successful learning environment. Students' actions may not cause a distraction to the education of their peers.

### Student Office Use

During class time, students must have a hall pass from their teachers to be admitted to the Main Office. Note that the office telephone is for emergency use only. If parents call the School to relay a message to his/her child, they should generally expect to leave a message with the office and it will be delivered to the child.

### Behavior in Office

Students should obtain a permission pass from their teacher prior to visiting the Main Office during class time. Students are expected to always speak softly in the Main Office. Student should wait patiently until office personnel address them.

### Authorized Area/Closed Campus

Kavod Elementary students must remain on the school grounds during the day. This includes the lunch period. Kavod students may not enter unsupervised areas.

### Personal Toys/Effects Policy

Students may not have personal toys or effects on campus. If a student is allowed to bring a toy or effect based on teacher approval: such as show and tell, it must be provided to the teacher upon entering the class. Any unapproved toys or personal effects will be confiscated and will be provided to the parent or child.

### Standard of Conduct on playground

Kavod students are expected to interact in a respectful and positive manner. To assist in creating a physically and emotionally safe environment students must adhere to the following policies on the playground:

- May only be on the playground when there is adult supervision
- Will walk to and from the playground in a calm manner
- Will participate in all activities in a safe a respectful manner and must show good citizenship
- Will use equipment appropriately
- Will include all students in activities
- Will only eat in the designated areas
- Students may not use playground balls in the morning.
- Students may not play/sit on the balls.
- As a general policy, only Kavod equipment can be on the used at recess

### Lunch/Snack Conduct

- Students must always use their best manners
- Students will clean up their area after snack and lunch
- Student will not share food
- Students will not bother their peers while eating

### Dress Code for Students and Parents/Volunteers

To promote the culture of respect and honor, Kavod students will be required to wear uniform-type school attire.

#### Benefits of a Dress Code

1. **Proven to increase student achievement.** Promotes a more serious school atmosphere which emphasizes academics and promotes good behavior.
2. **Reduces social conflict, peer pressure and the prevalence of certain behaviors** that may be associated with appearance.
3. **Reduces tardiness** because students spend less time worrying about what to wear to school.

The Kavod dress code consists of a variety of mix and match options as indicated below.

Tops:	Short sleeve <b>polos</b> or long sleeve <b>polos</b> : Kavod Blues (Navy, Light Blue, Turquoise), White, Gray, or Black or a Kavod Apparel T-shirt. - plain, no writing or images (small shirt brand logos are okay – example: the Nike or Polo symbol, but it cannot be the name of another school)
Bottoms*:	Uniform type pants, shorts, and skirts: Navy Blue, Black, Gray or Khaki/Beige All bottoms must be plain, no writing or images, and fitted appropriately: no baggy pants, no sweatpants. Jeans appropriate for school may be worn on Fridays. Tights/Leggings under other bottom attire, socks and ties = free design choice, except no characters; otherwise leggings must adhere to bottom color scheme.
In class Sweaters/Sweatshirts:	Solid Color: Kavod Blues (Navy, Light Blue, Turquoise) White, Black or Gray
Dresses*:	Girls may wear a dress with the pleated bottom in: Navy Blue, Black, Gray, Khaki/Beige or Light Blue.
Outerwear:	On the playground students may wear any school appropriate jacket to stay warm. These must come off before entering the classroom. Outerwear may not have masks or cover a child’s face. Hats, visors and headbands that exceed the top of the scalp may only be worn outside unless for religious reasons.

\* It is highly recommended that girls wear bike shorts or tights under skirts and dresses.

**School Policy for Dress Code Violations:** If a student is out of Dress Code, they will be asked to change. The school will make its best attempt to notify the parent. If a child has emergency clothes at the school he/she will be changed into his/her own clothes; otherwise children will be given clothes from the office, if available. Kavod understands some extenuating circumstances may arise, and will enforce the policy as it sees fit for various circumstances. Kavod will not deny entrance to the program based on a student’s inability to obtain the school attire. Please contact the director if you have concerns regarding procurement of the proper school attire

Kavod Elementary encourages and promotes a positive and safe dress code for students, which adheres to a constructive educational environment. Accordingly all students should follow the standards of dress listed below:

- Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits, tears or holes in pants or other articles of clothing are not permitted.
- Head coverings, including hats of any kind, except those worn for religious such as yarmulkes, medical or safety reasons, are not to be worn inside school buildings. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5) or warmth. All hats are to be removed upon entering school buildings.
- Slacks, shorts, Capri pants, skirts and skorts are to be worn on the waist with no portion of an undergarment showing.
- As sensible, skirts, dresses, jumpers, shorts, and skorts must be at least mid-length when standing. Stockings or leggings may be worn under skirts or jumpers. Skirts and dresses must have no slits in the sides or backs that expose the leg.
- Trousers must not be longer than ½ inch from the sole of the shoe for safety.
- No baggy styles allowed. No oversized shirts allowed.
- Wearing body piercings other than ear piercings is not permitted.
- Appropriate shoes must be worn at all times. No flip-flops. No heels.
- All students should groom their hair prior to arriving at school.
- The Director may modify this dress code at any time in consideration of student safety and promoting a healthy learning environment.

**Change of clothes:** It is preferred that your child have an extra set of clothes in school that are in accordance with the dress code. Please label each item of clothing with your child’s name.

**Parents and Volunteers:** All visitors to the school must dress in a professional and conservative manner.

## Cell Phone and Phone Policy

Students may not use cell phones at school. If a student is seen with a cell phone in use, or it is causing a distraction, it will be confiscated. The school will not provide the phone back to the student. A parent is required to check into the office in order for the cell phone to be returned. If students need to call home, they may do so at the main office.

## School Property

Students are asked to treat all school property with respect. Kavod depends on parents' willingness to replace or cover the expense of lost or damaged school property that occurred by their child, regardless of whether the incident was accidental or intentional. School property encompasses, but is not limited to, PE/Recess equipment, school books, school supplies, furniture, and the physical school building.

The parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school district or private school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to Kavod or the Kavod Facilities, or personal property of any school employee, shall be liable for all damages so caused by the minor. The parent or guardian of a minor shall be liable to a school district or private school for all property belonging to the school district or private school loaned to the minor and not returned upon demand of an employee of the school district or private school authorized to make the demand.

## Student Internet Use Agreement

User Obligations & Responsibilities: Students are authorized to use Kavod Elementary's on-line services in accordance with user obligations and responsibilities specified below.

The system shall be used only for approved purposes related to Kavod Elementary's curriculum. Commercial, political, and/or personal use of the system is strictly prohibited. Kavod Elementary reserves the right to monitor any on-line communications for improper use.

The students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Kavod Elementary policy.

The students shall not transmit or access material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

Copyrighted material may not be placed on the system without the author's permission. Users may download copyrighted material for their own use and only in accordance with copyright laws.

Vandalism and or theft of school property (including but not limited to electronic files and databases) will result in the cancellation of user privileges and/or disciplinary action. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy, steal, or alter Kavod Elementary equipment or the materials or the data of any other user.

Inter-and intra-classroom communications messages are to be brief and will use appropriate languages. Use of e-mail and Internet resources shall be for educational purposes.

The students shall report any security problem or misuse of the network to the teacher or Executive Director. Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Be brief. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate or offensive language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or the telephone numbers of students or colleagues.

- Electronic mail (e-mail) is not guaranteed to be private. People who operate the system at this school have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

**Students will receive separate internet agreement if/when students are provided access to personal Kavod accounts.**

## General Discipline Approach

Discipline is an important component of a safe, respectful and welcoming school environment where students can learn and teachers can devote their time to teaching. Kavod's approach expects students to be respectful to themselves, others, their community and the environment. Kavod applies thoughtful responses to student misconduct in order to provide this environment, using Positive Behavior Intervention Systems and Restorative Practices. Kavod Elementary follows discipline guidelines, which can be found in our Uniform Discipline Policy and includes the pupil suspension and expulsion policy (collectively, our "discipline policies"). The purpose of our disciplinary policies is to insure the rights of all student to attend school in a safe, positive and productive learning environment that upholds the Respect Values we strive for each student to achieve. Students who violate the discipline policies, especially if causing danger to others or disruption to the class, learning environment or program, but for other violations as well, may be dismissed from the Kavod program.

The standard approach includes, but is not limited to:

- Initial Classroom Management
- Executive Director and Family Notification with Improvement Goals
- Contractual Agreement with Parents and Students

## Bullying

Kavod Elementary believes that all students have a right to a safe and healthy school environment. Kavod promotes mutual respect, tolerance, and acceptance. Kavod Elementary will not condone behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Though each situation is treated uniquely, it is generally common practice to educate prior to grade 4, and only implement discipline measures for harassment and bullying beginning in fourth grade.

### Recognizing Bullying

Being aware of children's teasing and acknowledging injured feelings are always important; however, in order to be considered bullying, the behavior must:

- be aggressive and include:
  - An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
  - Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Children who have frequent challenging behaviors are not automatically being a bully. It is important that parents support the school in recognizing what is truly bullying, as mislabeling can have dire impacts on children and the school program.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying is a form of *violence*. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be *physical* (hitting, kicking, spitting, pushing), *verbal* (taunting, malicious teasing, name calling, threatening), or *emotional* (spreading rumors, manipulating social relationships, extorting, or intimidating).

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Cyberbullying is bullying by electronic act. An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. (Ed. Code 32261 (g)).

### Prevention of Bullying

Kavod Elementary will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Kavod Elementary works toward preventing bullying by fostering a learning environment that focuses on values of respect and tolerance. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

### Reporting, Investigating, Mediation and Consequence Procedures

Kavod Elementary expects students and/or staff to immediately report incidents of bullying to the Executive Director or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.
- Students are expected to immediately report incidents of bullying to the Executive Director or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- When appropriate the school will work with students and parents to communicate and resolve issues among themselves.
- Students will be made aware of how their actions constitutes bullying and the impact of their actions. Parents will be made aware of the concern. A log will be kept that includes the behavioral actions. Students will be asked to voice their views to be included in the log.
- If the actions are on-going, students and parents sign behavior contracts consistent with written and communicated behavior codes for students, teachers, and staff. This contract will lay forth the further procedures on a case-by-case basis.
- Students who engages in bullying may be subject to disciplinary action up to and including expulsion.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Executive

Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

## Suspension/Expulsion

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In addition, parents can reference the Uniform Discipline Procedures. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### A. Grounds for Suspension and Expulsion of Students

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

### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, 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.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, e-cigarettes, vapor based cigarettes, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. 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.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. 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.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - I. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:



- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- v. A message, text, sound, or image.
  - vi. A post on a social network Internet Web site including, but not limited to:
  - vii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - viii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - ix. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - x. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. 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.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. 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.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u. 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    - b. "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      - i. A message, text, sound, or image.
      - ii. A post on a social network Internet Web site including, but not limited to:
      - iii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
      - vi. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence. If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### D. Authority to Expel

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

### E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (5) 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 pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- e. 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;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity 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.

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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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.

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.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil 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.

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.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

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

If, due to a written request by the expelled pupil, 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 Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

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

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

#### J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Pupils/Alternative Education

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

#### M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 pupil may reapply to the Charter School for readmission.

#### N. Readmission

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

#### O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

##### 1. Notification of the District

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

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral

assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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

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

### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### 5. Special Circumstances

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

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



Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

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

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

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Executive Director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Uniform Complain Procedure

Kavod Elementary Charter School's policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

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

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

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

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

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Alexa Greenland  
Executive Director  
PO Box 22044  
San Diego, CA 92192  
858.386.0887

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee. Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

#### **Where and How to File A Complaint**

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

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

##### **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

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

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

#### Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

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

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

#### Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

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

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

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

#### Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

#### Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

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

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

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

#### Civil Law Remedies

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

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Street Address/Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
School/Office of Alleged Violation: \_\_\_\_\_

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services            |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education      | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees                        | <input type="checkbox"/> Local Control Funding Formula |

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

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

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

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Alexa Greenland  
Executive Director  
PO Box 22044  
San Diego, CA 92192  
858.386.0887