DEHESA METHOD
Sports Academies | San Diego

Student/Parent Handbook

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Welcome and School Overview

Welcome

It is with great excitement and pride that we continue to grow, learn, and achieve together in our third year.! You are joining a community that values individuality, collaboration, and excellence.

We are excited to bring a dynamic athletic and academic program that offers flexibility, rigor, and elite training to its students. We remain committed to academic achievement, strength of character, athletic prowess, and the holistic development of all our student athletes,

Mission

At DMSA, our mission is to ignite a passion for growth and development through transformative academic and athletic experiences that nurture individuality and build character for all students.

Vision

Dehesa Method Sports Academy combines Dehesa Sports Academy and Method Summit Academy is a unique partnership between Dehesa Elementary School District and Method Schools. Our vision is to be a dynamic learning community where every student is empowered to reach their fullest potential—excelling academically, thriving athletically, and growing as confident, compassionate individuals who contribute meaningfully to the world.

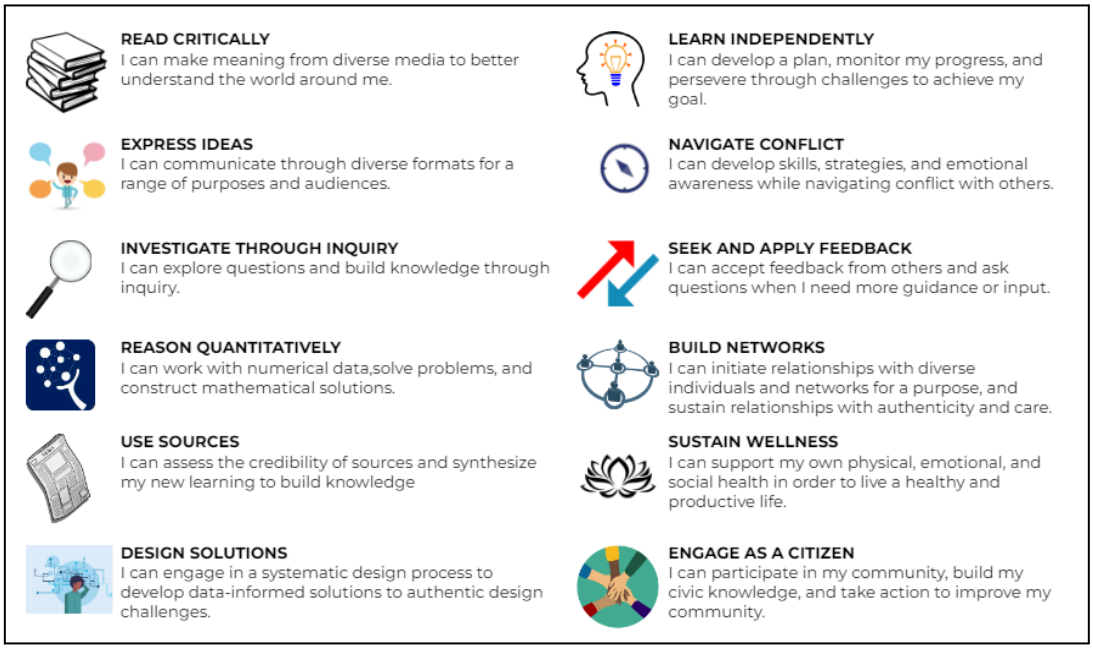
Student Expected Outcomes

Dehesa Method Sports Academy and Method Summit Academy partner with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. The school is committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through an emphasis on highly personalized instruction, students participate in activities that promote

self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

The school is committed to educating the entire child and appealing to all learning styles and modalities. Dehesa Method Sports Academy and Method Summit Academy believe that each student should develop the following traits and skills by the time of graduation.

Students will:



Dehesa Method Sports Academy work with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff.

Family Partnership

Families play an essential role in creating a supportive and united school community. Families support the Code of Conduct by:

- Reinforcing respectful behavior and responsibility.
- Staying informed and communicating with staff.
- Encouraging consistent attendance, effort, and balance.
- Modeling positive and constructive interactions.

Enrollment and Attendance

Enrollment

Dehesa Method Sports Academy and Method Summit Academy are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Dehesa Method Sports Academy and Method Summit Academy provides a free and appropriate public education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Student registration is always online at www.methodschools.org. The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Dehesa Method Sports Academy or Method Summit Academy staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Dehesa Method Sports Academy and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

Fees

Dehesa Method Sports Academy and Method Summit Academy do not charge fees for our programs or services provided to our families. Enrollment is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Dehesa Method Sports Academy and Method Summit Academy sponsored events, and the cost for providing paper are a few examples.

Age Requirements

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before September 1st of the school year.

Immunizations

All of the following are required for enrollment into Dehesa Method Sports Academy.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

o The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code, Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing, and eye examination.

Change of Contact Information

Please notify the office should your contact information change and provide any updated proof of residency for your new address. Staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

Attendance

Consistent attendance is critical to the success of students now as well as in the future.

Each person between the ages of 6 to 18 is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education shall attend the public full-time school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either parent or legal guardian is located.

Education code's classification of "a Truant" is a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school.

Allowable and excused absences

- Illness
- Quarantine directed by a county or city health officer

- Medical, Dental, or Optometrical services rendered
- Attending the funeral services or a member of his or her immediate family
- Observance of a holiday or ceremony of his or her religion
- Spending time with a member of the pupil's immediate family, who is an active duty member and is on leave from or has immediately returned from deployment.

Work Permits

Students requesting a work permit need to complete the required and submit the required paperwork. Work permits are only issued to students who meet the following guidelines the following guidelines after enrollment for a full quarter.

Attendance & Grades

- All students are expected to attend their scheduled classes during the designated class times. Regular attendance enables active participation, course material engagement, and teacher and peer interaction.
- Maintain at least a 2.0 GPA.
- Are not under attendance or progress evaluation

Communication with Employers

- Student must inform their employer about the required high school class times. Communicate availability, ensuring the employer understands the commitment to the student's education.

Academics & Learning Expectations

Curriculum

Students in 2-5 will be provided with log in access to the SmartFox curriculum platform. Students Kindergarten through Grade 1 will be provided login information for the K12 curriculum platform.

Learning Coach

In Grades K-5 , the Learning Coach is identified as the parent(s) or guardian on record. The learning coach can specify and give permission for another point of contact to be included in communication between LC and Elementary teachers.

The learning coach is responsible for communicating and supporting their enrolled student in their curriculum, attendance, technology, and academic scheduling. They are the main support in the independent learning environment.

Learning Coach Responsibilities:

- Ensuring attendance by student to meetings/ live instructional classes/
- Helping to support academic plans implemented by staff and teachers
- Communicating foreseeable absences
- Supporting your student(s) in completing work
- Checking your student's progress daily in completion of work
- Communicating directly with staff and teachers regarding attendance
- Signing Learning Journals at the end of each month

Providing work samples/or uploading within the time frame as applicable.

Satisfactory Progress

Students are expected to maintain satisfactory academic progress in all assigned courses and complete assigned work daily, Monday through Friday. We recommend that students spend between 4-6 hours per day participating in academic activities. Progress reports are sent to parents frequently each semester.

Student Success Team Meetings

Pupils who are not making sufficient progress and/or have excessive absences within one learning period shall be required to attend a Student Success Team meeting, along with their learning coach, to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting and the evidence supporting the concerns for the student's academic health. The student and/or representative shall be given the opportunity to present information and share their concerns/obstacles during the meeting. Method staff will take any information presented by the parent or learning coach and student into consideration when determining mandatory interventions for the student for continued enrollment. Additional factors will be considered including, but not limited to, the following:

- Student's grades at the time of the evaluation
- Student's progress in the independent study curriculum
- Student's attendance at required live sessions

- Teacher observation and feedback

Grading Policy

GRADES K-1 GRADING SCALE

E	Exceeds Expectations
M	Meets Expectations
P	Partially Meets Expectations
I	Incomplete

GRADES 2-12 GRADING SCALE

A	88 - 100
B	70- 87
C	50-69
D	25-49
F	0-24

Report Cards

Report cards are issued at the end of Semester 1 and Semester 2. Grades will be given as deemed by the grade groupings. Homeroom teachers will conference with students and parents the week after report cards are sent out for Semester 1.

Progress Reports

Progress reports are sent out quarterly. These are mid-point progress grades between semester grades. Homeroom teachers may give more frequent reports at that discretion and that of a SSM and department lead. Greater frequency of progress reports will occur with Academic and Attendance Action Plan.

Each report card is a “snapshot,” an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student’s learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Academic Dishonesty and Plagiarism Policy

Dehesa Method Sports Academy and Method Summit Academy are committed to upholding a culture of academic integrity, fostering student growth through personal effort, and preparing students to become ethical, self-directed learners. This policy outlines expectations and guidelines regarding plagiarism, including the misuse of Artificial Intelligence (AI), and provides a clear framework for maintaining academic accountability.

Policy Overview

Academic integrity is a core value of the school. Students are expected to complete their work independently and honestly. While technology and AI tools can enhance learning, students must use them responsibly, ensuring that all work submitted reflects their own understanding and effort.

Expectations for Student Work

- All assignments submitted by students must be their own work, demonstrating independent thinking and engagement with the learning process.
- The use of AI tools (e.g., ChatGPT, Grammarly, etc.) is permitted only when used responsibly—as a means of support, not substitution.
- Acceptable uses of AI include:
    - Requesting feedback on specific aspects of already completed work (e.g., grammar, clarity).
    - Seeking guidance on how to begin an assignment (e.g., creating an outline).
- Unacceptable uses include submitting AI-generated content as original work or using AI to bypass the learning process.

Response to Violations

If a student submits plagiarized or AI-generated work, the following process will be followed:

1. **Direct Communication**: The teacher will speak directly with the student to discuss the nature of the concern and determine the underlying reasons for the misuse.
2. **Student Reflection and Support**: The conversation will focus on identifying academic challenges the student may be facing and offering appropriate support.

3. **Opportunity to Redo**: The student will be given one opportunity to redo the assignment for full credit, after understanding the expectations and receiving guidance.
4. **Family Notification**: Parents or Learning Coaches will be notified of the concern, reinforcing the school's commitment to academic integrity and outlining steps for improvement.
5. **Repeat Offenses**: An administrator will meet with the family to determine if placement in independent study is still appropriate. Student may be withdrawn if administration determines that placement is not conducive to the student's learning needs.

Parent and Student Partnership

We ask parents and Learning Coaches to partner with us in reinforcing these expectations at home by:

- Reviewing the Academic Integrity Policy with your student as outlined in the Parent/Student Handbook.
- Encouraging open conversations about the importance of personal effort and honesty in schoolwork.
- Supporting students in developing responsible digital habits and using AI as a learning aid, not a replacement.

Promotion/Retention

Dehesa Method Sports Academy and Method Summit Academy's approach to learning is highly individualized to student's needs based on data-driven instructional practices and a Multi-Tiered System of Supports that targets each student's individual needs.

The school starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability.

Dehesa Method Sports Academy and Method Summit Academy make every effort to meet students where they are by providing ample support and interventions in order to allow students to matriculate from one grade to the next. Retaining a student is a practice that is rarely, if ever, considered based on the school's philosophy and approach of personalizing learning to a student's abilities rather than reassigning grade level. To determine eligibility for a grade retention or promotion, we must allow ample time for interventions to be put in place, data to be gathered, and documentation of student response to interventions to meet the student's learning concern.

Process to Determine Promotion/Retention

1. Identification of Learning Concern
Student, parent, or homeroom teacher expresses a learning concern. Homeroom teachers, parents, and students work collaboratively to implement general interventions. Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting
2. Student Success Team #1 (SST-1) Meeting
Learning concerns documented Targeted interventions agreed upon Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-1, student elevated to Student Success Team #2 (SST-2) meeting
3. Student Success Team #2 (SST-2) Meeting
Learning concerns documented Interventions adjusted based on students response to interventions in SST-1 Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-2, students are elevated to assessment meetings.
4. Assessment Meeting
Determine the need for Special Education assessment Records review for appropriate grade placement Determine appropriate placement in independent study model

If it is determined, a special education assessment is appropriate, the Special Education department will arrange for an assessment plan to determine special education eligibility.

Course Placement

At high school grades, after initial enrollment, diagnostic assessment, and counselor review of transcripts and/or withdrawal grades for previous high school, students will be enrolled into 6 courses equalling 30 credits unless there are extenuating circumstances for which a credit variance agreement will need to be drafted and signed by parent, student, and Lead Teacher.

Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Dehesa Method Sports Academy calendar.

Drops after the deadline shall receive an F grade on his/her transcript unless otherwise decided by the school director or designee because of extenuating circumstances.

Attendance for students marked with a W will also be marked as “No Activity” (Red) if they drop both classes or did no work in general. Students will be marked drop on the day of the drop, not the day of last work.

Course Transfer and Credit Evaluation

When a student transfers to Method Schools from another school, their transcripts and coursework will be carefully reviewed to ensure that previously completed classes are applied toward graduation whenever possible. All equivalent coursework from accredited public, private, charter, or nonpublic schools will be accepted in accordance with California Education Code §§ 49068 and 51225.2–51225.3.

Method Schools converts credits from other grading systems (such as quarter or trimester schedules) into semester equivalents and strives to place each student in corresponding courses that maintain their academic progress.

Students and families are encouraged to meet with a counselor to review how transfer credits apply to graduation and college admission (UC/CSU A–G) requirements. Coursework completed by foster youth, homeless students, children of military families, and students transferring from juvenile court schools will be accepted in accordance with California law to ensure these students are not penalized for midyear moves.

For questions or to request a review of transfer credit decisions, please contact the counseling or administrative office.

Graduation Requirements (BP 5130)

To prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses with a-g and NCAA approval. All core courses align with the state’s current academic standards and frameworks.

The following guidelines refer to graduation requirements for students seeking a diploma or Certificate of Educational Achievement from Method Schools:

1. Students shall maintain a satisfactory citizenship record.
2. Five credits will be given for each semester course satisfactorily completed; the full number of credits may be granted to a student who satisfactorily completes the requirements for each course in less than the prescribed time. Fewer than five credits may be earned in variable credit courses. Any variation from this must be done on an individual basis and have prior approval of the high school principal.

3. A student who has not fulfilled the requirements of either the high school diploma or the Certificate of Educational Achievement shall not participate in the graduation ceremony.
In alignment with EC § 51225.31, and beginning with the class of 2027, students with exceptional needs may be eligible for a diploma if they meet the following requirements:

a. Eligibility to take the California Alternative Assessment.
b. Completes state standards-aligned coursework to meet state requirements (min 135 credits).

A student with or without a disability may be awarded a Certificate of Educational Achievement if the student has met at least one of the following requirements:
a. Satisfactory completion of all coursework required by the course of study approved by the Governing Board.
b. Satisfactory completion of the goals and objectives or an alternative course of study as defined on the student's Individual Education Plan (IEP).
Although such students do not receive a high school diploma, students earning a Certificate of Educational Achievement may participate in all graduation ceremonies and activities with no distinction from those who receive diplomas. (CA Ed Code § 56390 - 56392)
4. Students graduating with the classes of 2028 and beyond shall complete a minimum of 220 credits including the requirements outlined below. Students may begin earning credits toward high school graduation upon the completion of the eighth grade.
Students will meet the graduation requirements for their class at the time their original (entering) class graduates. (Under normal circumstances the original class is defined as that ninth-grade class that the student was (or would have been) a part of when they entered high school.)
Our goal at Method Schools is to prepare every high school student for their post-secondary aspirations. While all students are encouraged to complete the minimum requirements for college admission regardless of their post-secondary plans, students who graduate with a Method Schools diploma are required to take a rigorous course of study that includes at least the following minimum requirements:

Students shall obtain a minimum of 220 credits as follows*:

English	40 credits
Math	30 credits (algebra, geometry required)
Science	30 credits (physical, biological/life science w lab)
Social Studies	30 credits (world history, US history, government/economics
Health	5 credits (CHYA requirements are met in this course)

PE	20 credits** (10 credits must be obtained during freshman year) **unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
Fine Arts or World Language or CTE	10 credits
Ethnic Studies	5 credits (beginning with the class of 2030 per CA AB 101)
Electives	55 credits (50 additional elective credits beginning with the class of 2030)
**Per AB 167, students in foster care who transfer to a new school while in grades eleven or twelve may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district [or school] would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school.*	

A-G Eligibility

In order to graduate A-G eligible, students are required to earn an additional 10-20 credits and are required to take specific courses in addition to graduation requirements. Students will be advised by their counselor regarding required courses to meet the a-g requirements.

Subject	Credits
Area A: English	Same as grad rqmts
Area B: Mathematics (Algebra req.)	10 addl credits recommended
Area C: Social Science	Same as grad rqmts
Area D: Science (Including Biology w/Lab and a Physical Science w/Lab)	Same as grad rqmts
Area E: World Languages*	20 in same language
Area F: Visual/Performing Arts	10 in same course
College-Prep Elective (chosen from A-F categories, or another approved UC course)	10

Additional Requirements for College-Bound Students:
- GPA 3.0 (3.4 for non-residents) in all A-G courses with no grade below a C
- *Waiver of World Language requirement:

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of a language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the campuses to which you are applying.

NCAA eligibility = 220-230 Credits required to graduate

To meet eligibility requirements for NCAA, students must complete an additional 10 credits and are required to take specific courses in addition to graduation requirements.

Subject	Credits
English	Same as grad rqmts
Math (Algebra req.)	+10**
Social Science	+ 10**
Science (Including Biology w/Lab and a Physical Science w/Lab)	+10*
World Languages (Suggested 2 years of the same language)	+20**

Additional Requirements for NCAA Student-Athletes:
- Register on the NCAA Eligibility Center in grade 10
- *English, math, or natural/physical science: One additional year of any (10 credits)
- **English, math, natural/physical science, social science, foreign language, comparative religion or philosophy - 4 additional years (40 credits)
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

Additional Requirements for Students Interested in Joining the Military:
- Review the specific requirements for each branch of the military before contacting a recruiter. Do your homework.
- Speak with a recruiter regarding taking the ASVAB exam.

Requirements for Concurrent Enrollment in Community College

High school students actively enrolled at Dehesa Method Sports Academy are expected to complete the majority, if not all, of their high school-earned credits in Dehesa Method Sports Academy approved catalog courses. Students may earn credit from a California community college, based on review and approval of the course or courses by Dehesa Method Sports Academy. Students must complete the college's Concurrent Enrollment form and submit it to Dehesa Method Sports Academy for approval. Students must submit the form and be granted approval prior to beginning the course. Dehesa Method Sports Academy will approve or not approve the submitted course, based on demonstrated rigor, alignment to the standards, need, student status in their Dehesa Method Sports Academy courses, and to Dehesa Method Sports Academy Board approved graduation requirements. Approved courses may or may not be eligible for UC A-G approval.

DMSA high school students wishing to enroll in a community college must submit all forms to their College Counselor prior to enrollment in each semester he/she wishes to participate. Students are free to select courses they're interested in, but the counselor may suggest courses that meet their educational needs. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the student's Dehesa Method Sports Academy Counselor. Students must also have the signature of a parent or guardian authorizing the student's participation in the program on their Concurrent Enrollment form.

Students are limited to six units, or two classes, per semester if they are in good academic standing with Dehesa Method Sports Academy.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from Dehesa Method Sports Academy on their high school transcript. Dehesa Method Sports Academy accepts no financial responsibility for students taking community college courses and students must be aware that there are possible book, lab, and other costs associated with attendance at the community college.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. College faculty are not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student . See the college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Select a College, read the class schedule, and choose a course you would like to take.
2. Meet with your Dehesa Method Sports Academy Counselor to discuss course choice.
3. Get your parent's approval for attending a college class.
4. Complete an admissions application from the community college as a Concurrent Enrollment or Dual Enrollment student.
5. Submit the high school concurrent enrollment to the Dehesa Method Sports Academy Counselor to obtain his/her signature and discuss your selection. Some colleges submit these documents to counselors digitally so be sure you have your Dehesa Method Sports Academy counselor's correct email address.
6. Students may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
7. In order for students to receive their concurrent enrollment credit, Dehesa Method Sports Academy must receive the final transcript with the class taken from the community college.

Student Conduct & School Culture

Student Code of Conduct

The following expectations describe how students embody DMSA values throughout the school day – academically, athletically, and socially. At DMSA, students will:

1. Be respectful & support a team mentality

- Speak and act with kindness and respect.
- Support and uplift teammates and classmates.
- Listen attentively when others are speaking.
- Demonstrate sportsmanship during games, practices, and competitions.

2. Carry Responsibility and a Growth Mindset

- Arrive prepared and ready to learn or train.
- Take ownership of their choices, materials, and responsibilities.
- Seek opportunities to grow, reflect, and improve.
- Use technology and equipment appropriately.

3. Prioritize Safety & Well-Being

1. Move safely around campus.
2. Keep hands, feet, and objects to themselves.
3. Follow all safety guidelines in classrooms and athletic environments.
4. Report unsafe behavior, concerns, or hazards to adults.

4. Uphold Integrity in Academics and Athletics

- Demonstrate honesty in their work and daily interactions.
- Give full effort in both academic and athletic settings.
- Follow rules and expectations even without direct supervision.
- Strive to bring their best selves to each learning and training environment.

Expectations Across Campus Areas

Classrooms, hallways, restrooms, cafeteria, sports fields, and arrival/dismissal procedures all require respectful and safe conduct. Students will conduct themselves appropriately in:

1. Classrooms & Learning Spaces

- Engage actively and respectfully in learning.
- Follow teacher instructions promptly.
- Contribute positively to the learning environment.

2. Hallways & Transitions

1. Walk safely and calmly.
2. Keep noise levels low to respect nearby learning.
3. Show awareness and consideration for others moving through shared spaces.

3. Cafeteria & Eating Areas

- Clean up after themselves.
- Use polite language and an appropriate voice level.
- Demonstrate courtesy and patience while eating and waiting in lines.

4. Restrooms

- Respect privacy and personal boundaries.
- Keep restroom areas clean and report any issues.
- Return to class or activities promptly.

5. Sports Fields & Athletic Areas

- Follow coach and staff instructions at all times.
- Use equipment safely and responsibly.
- Demonstrate discipline, effort, and sportsmanship.
- Encourage teammates and uphold the spirit of athletic challenge.

6. Online Spaces

- Use school devices for learning and program-related tasks.
- Communicate respectfully online.
- Protect personal information.
- Engage responsibly with digital tools.
- Understand responsible digital behavior reflects the same character expectations as in-person interactions.

7. Arrival & Dismissal Areas

- Follow staff guidance in drop-off and pick-up areas.
- Stay within supervised areas.
- Model respectful and safe behavior during transitions.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a **preventative** and **positive** school-wide approach to decreasing challenging behaviors, promoting prosocial skills, and making schools safe. PBIS has a three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Purpose of PBIS

As a result of implementing Positive Behavior Interventions and Supports, we plan to:

- Create a positive school culture
- Acknowledge positive behavior
- Implement clear and consistent behavior expectations for staff and students
- Strengthen peer/staff relationships
- Use data to guide our decision-making process
- Reduce the number of office referrals
- Increase instructional time and increase levels of academic achievement

Key Features of PBIS

- Assumes that all students need to be taught school and classroom expectations
- Pro-social behaviors are taught in the same way to academic subjects are taught.
- Teachers directly teach, model, practice and reinforce appropriate behaviors

- Data is used to monitor progress
- Similar to students who struggle academically, different and more intense instructional strategies are used for students who struggle behaviorally.
- PBIS is based on years of research and effective school practices.

Traditional Discipline vs. PBIS

Traditional discipline programs often reacts to problems after they happen, repeatedly using punishment in hopes that students will change behavior. PBIS is different because it creates a system to prevent behavior problems by focusing on positive behaviors instead of negative behaviors.

Restorative Practices

Restorative practices is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline. Restorative inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- What were you thinking of when it happened?
- What have you thought about since?
- Who has been affected by your actions? In what way?
- What do you think you need to do to make it right?
- How can others support you?

Incident Equity

Processes are developed to support the reduction of exclusionary discipline to provide our students with equitable access to education. Our work is focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

Core Beliefs

When working with students in a disciplinary situation, we believe:

- Every attempt should be made to maintain the dignity of both the adult and the student.
- Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

- Students should have the opportunity to tell their side of the story (due process hearing) when consequences seem unfair.
- Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school and staff.
- There should be a logical connection between misbehavior and resulting consequences.

Although many of our students consistently make positive choices for themselves, sometimes there might be unwise or unsafe choices made where we need to implement additional consequences/interventions that may include parent/teacher conferences, alternatives to lunch, campus beautification, in or out of school suspensions or loss of privileges.

Progressive Discipline Plan

The school follows a PBIS discipline plan. PBIS also known as Positive Behavioral Intervention and Supports system is an evidence-based three-tiered framework to improve behaviors and reactions. We work to acknowledge positive behaviors and we use data to make decisions that develop and promote school values and implement school-wide policies that are proactive, preventative, and restorative.

Bullying

Definition of Bullying-In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to any staff member. Students will be asked to complete an incident report in the office. Any school employee receiving such a report shall promptly transmit the report to the Principal.

Cyber Bullying and Digital Citizenship

Cyberbullying will not be tolerated and can take on many forms. Understanding the different ways technology can be used to hurt others can help prevent it from happening.

- **Flaming**- Online fights using electronic messages with angry or vulgar language.
- **Harassment**- Repeatedly sending nasty, mean, and insulting messages.
- **Denigration**- "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
- **Impersonation**- Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- **Outing**- Sharing someone's secrets or embarrassing information or images online.
- Trickery- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- **Exclusion**- Intentionally and cruelly excluding someone.
- **Cyberstalking**- Repeated, intense harassment and denigration that includes threats or creates significant fear.

Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Users should remember that digital activities are monitored and retained.

Students shall receive age-appropriate education including, but not limited to appropriate online behaviors in social networking sites, chat rooms, electronic communications etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyberbullying awareness and response, and other unlawful or inappropriate online activities by students.

Public Display of Affection

Public displays of affection are not allowed at school or during school activities. Inappropriate displays of affection include, but are not limited to hugging, hand-holding, intimate embraces, touching, kissing, and arms around the waist.

Sexual Harassment

Any action, comment, or remark (whether written or spoken) that may provoke a negative reaction from another person is forbidden and subject to disciplinary action.
Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature constitute sexual harassment. Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical

annoyance or distractions to deliberate intimidations and threats or demands. Sexual harassment may include, but is not limited to:

- Vulgar remarks
- Sexual derogatory remarks
- Physical touching, pinching, patting, or blocking free movement
- Sexual propositions or advances
- Physical assault

Harassing behavior includes:

- Vulgar writings, notes, posters, or symbols
- Inappropriate actions such as verbal comments, gestures, and touches that are deliberate and unwelcome.
- Any forced action such as pulling clothes down, blocking, or cornering someone in a sexual way.
- Negative comments or behavior based on gender or misuse of pronouns.

Challenge of Authority

All school staff members are in a position of authority on campus or at any school-related activity. Students must follow the directions of all staff members. Direct challenges or verbal abuse toward a staff member will result in disciplinary action. If the challenge or verbal abuse is considered to be a threat, or results in bodily harm to a staff member, or their property, disciplinary action will include contact with local law enforcement.

Suspension and Expulsion

In order to promote learning and protect the safety and well-being of all students, Dehesa Method Sports Academy and Method Summit Academy adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.
Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments,suspension and expulsion. 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 School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education

Improvement Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

Campus Life & Daily Operations

Arrival and Dismissal Procedures

For the Safety of our students and staff:

- Students shall not arrive at school before 8:10 AM.
- Students must be dropped off at the Bus Circle (in front of the gate). Do not drop off your child until you see a staff member at the gate..
- Students arriving between 8:10-8:30, shall go straight to the blacktop. They may either eat breakfast or go to the walking track where they will be supervised until the bell rings at 8:30 AM for the morning huddle.
- Students arriving at school after 8:30 AM have to be dropped off at the front gate with the blue awning. Parents are to park and check in with the office when students arrive after 8:30 for a late slip to class. Students are not to use the ramp to enter the school.

Lunchtime Behavior

The school expects all students to behave appropriately throughout the school day including lunchtime. Each student should find their class-assigned table to sit at for the entire lunch period. Students may leave their table after asking for permission to throw away the trash, use the restroom or go to the office.

Lunch Area Expectations:

- Students are to walk in line to the lunch area.
- Students who brought lunch will go immediately to the seating area; students getting a school lunch will enter the MPR using the west doors.
- Students will walk, NOT RUN. Students will take their ID cards only. Students will place ID cards in the blue bin for the cafeteria worker.

- While students are waiting in line to receive their lunch, they will keep hands, feet, and other objects to themselves.
- Students will not cut in front of other students or push students in front of them.
- Once students receive their lunch they will walk to their assigned table and sit down.
- Students will stay in their seats and raise their hands for help or to use the restroom.
- Students will use a level 2 voice and will use good manners while eating.
- Students are to always walk in the lunch area, and never run.
- Students ARE NOT to trade, share, or give away any food to another student or take another student's food.
- Students are to keep their hands off other students' food and lunch boxes.
- Students will help clean up their table and on the ground around their table, throwing away all trash.
- After the area is clean students will sit down and wait to be dismissed.

Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) online web conferences, outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Clothing and shoes must be suitable from all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Clothing, shoes, and accessories must not pose a threat to the safety of any student or staff.
- Hats, hoodies, and other headwear must allow the face and ears to be visible and not interfere with the line of sight to any student or staff (religious headwear excluded).
- Clothing, jewelry, and accessories that contain images and/or writing the refer to alcoholic beverages, illegal drugs, or racist epithets may not be worn.
- Clothing, jewelry, and accessories that contain images and/or writing with messages of hostility toward race, ethnicity, culture, and religion.

- Students must wear a top/shirt with pants/shorts/skirt, or a dress.
- Clothing must cover undergarments.

For the safety of our student athletes, the following dress is required of students during athletic and training activities:

- Athletic apparel: Participants are typically expected to wear appropriate athletic clothing, such as shorts, track pants, leggings, or athletic shorts. These should be made of breathable and flexible materials to allow ease of movement.
- T-shirts/tank tops: Athletes may be required to wear comfortable T-shirts or tank tops that allow free movement of the arms and provide breathability.
- Athletic shoes: Proper athletic shoes are essential for safety and performance. Participants should wear sports-specific footwear suitable for their chosen activity, such as running shoes, soccer cleats, or basketball shoes. Shoes should be in good condition and provide adequate support.
- Socks: Athletic socks that cover the ankles are usually recommended. These should be moisture-wicking to keep feet dry and prevent discomfort.
- No jewelry: For safety reasons, it is often required that participants remove all jewelry, including necklaces, bracelets, rings, and earrings.
- Headbands or sweatbands may be allowed to keep sweat away from the face.
- No jeans or street clothes: Participants should avoid wearing jeans, dress pants, or street clothes that may restrict movement or cause discomfort during physical activities.
- Academy attire: In some cases, DMSA may provide specific uniforms, jerseys, or training gear that participants are required to wear during sessions. This helps create a sense of unity and identifies participants as part of DMSA.

Students not complying with this policy shall be subject to the following:

- Students will be asked to either replace or cover the inappropriate clothing.
- Chronic offenses may result in disciplinary actions.

This policy may not address all of the potential problems. The administration will review cases individually as needed and a final decision will be made. These decisions are made so that Dehesa Method Sports Academy is able to keep a safe and non-disruptive learning environment.

Locker Room and Changing Areas

In an effort to provide clean and safe facilities on campus, students that desire to change into or out of workout attire for athletic training must do so at the time and areas designated by Dehesa or Method Staff.

Closed Campus And Parent Observation Days

In order to ensure a safe, secure, and focused learning environment for all students enrolled in the Dehesa Method Sports Academy (DMSA). Consistent with Dehesa Elementary School and Method Schools practices, DMSA maintains a closed campus across all instructional and training locations. This policy outlines expectations regarding campus access, family presence at training sites, and designated opportunities for parent observation.

This policy applies to all DMSA training and instructional settings, including any locations or facilities where DMSA conducts academic or athletic programming.

To prioritize student safety, maintain instructional and athletic focus, and ensure effective campus management, all DMSA locations are designated closed campuses. Only authorized staff, approved personnel, and enrolled students may access training or instructional areas during school hours or scheduled program activities.

Staff are authorized to redirect or deny access to any individuals who do not comply.

The closed campus model is essential to:

- Enhance student safety by ensuring only authorized individuals are present.
- Minimize distractions, supporting student focus during academic and athletic training.
- Maintain a controlled environment where staff can effectively monitor campus activity.
- Improve emergency preparedness by reducing external traffic and safeguarding entry/exit points.

Family and Visitor Expectations

On non-observation days, parents and visitors may only be in staff-designated areas at all training locations. Access to training areas or non-designated spaces remains restricted.

Student Visitors

DMSA permits student visitors only through the formal Guest Student Visitation process, designed for prospective students who wish to experience the program prior to enrollment. Guest students may attend for no more than two total days and only on designated visitor dates. A completed Guest Student Visitation Form must be submitted at least one week in advance, and approval by DMSA administration is required, as submission does not guarantee a visit. Parents/guardians must also provide all required emergency contact information and ensure timely drop-off and pick-up.

During the visit, guests must follow all DMSA rules and staff directions, remain with their assigned host or designated staff member, and maintain appropriate conduct at all times. As a closed campus, DMSA restricts visitor access to approved areas only and may end a visit early if any safety or behavioral concerns arise. Only authorized, pre-approved student visitors may be present on campus during instructional or training hours.

Parent Training Observation Days

To support transparency and strengthen family engagement, DMSA hosts a designated Parent Observation Days once a month. This allows families to view students' training progress in a structured, safe, and minimally disruptive format.

Expectations for Parent Participation

1. Parents and guardians may observe scheduled training sessions only on official Parent Observation Days.
2. Families must adhere to Parent Code of Conduct and location-specific guidelines provided by DMSA staff upon arrival.
3. Observation is limited to designated areas to ensure safety and maintain training flow.
4. Interaction with staff or students during training should be minimal to avoid disruptions.

Outside Observation Requests

Any observation outside these days requires:

- A formal request submitted to the Dehesa Elementary School front office
- Compliance with district visitor policies, including sign-in procedures
- Approval prior to attendance

Requests may be approved or denied based on safety considerations, staffing capacity, and program schedules.

Families with questions or concerns may contact DMSA administration for clarification or support.

Observation Of Classrooms

Dehesa Method Sports Academy and Method Summit Academy welcome visits to individual classrooms during instructional time. Classroom observations shall be permitted only with Administrative and teacher approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Parents and guardians are always welcome to visit their child's classroom within the school guidelines of the Dehesa Elementary School District's Board Policy. In order to facilitate many requests made for classroom observations in a timely manner, a specific process is utilized by Dehesa Elementary School District.

Before scheduling any observation, a classroom observation confidentiality acknowledgment form and observation guideline and rules form needs to be signed and on file.

Requests for observations must be made at least one week in advance or preferred visit dates by submitting a Parent Classroom Observation Form. Classroom observations are limited to a maximum of 15 minutes per teacher, per visit. Parents may only observe classrooms while their child is in attendance in that class. Classroom Observation forms will be turned in to the Principal or Superintendent if the Principal is not available.

All visitors will be accompanied by Administrative staff or Special Education team members. Visits will be scheduled in an effort to accommodate the classroom schedule, school personnel schedule, and the requests of the parents. If there is a need for a follow-up discussion with the teacher, this must be scheduled in addition to the actual observation.

Meals

Per Education Code (EC) 49501.5, daily nutritious meals that meet National School Lunch Program standards are provided on campus for students at no cost regardless of their free or reduced-price meal eligibility. Students are still welcome to bring their own lunch if desired.

Lost and Found

“Lost and Found” cart is located in the breezeway. Smaller valuables such as watches, jewelry, and keys are held in the front office. Unclaimed items are donated to various charities at the end of Spring Break and then again at the end of the year.

Items Not to be Brought to School

The following items are not to be brought to school:

- Aerosol cans, lighters
- Glass containers
- Energy drinks
- Laser lights
- Drugs, tobacco, or alcohol
- Weapons
- Toys (Pokémon cards, plush dolls, trading cards, etc..)
- Fidgets of any kind
- Slime
- Any items associated with social media challenges (i.e., ghost chips, tide pods)
- Any other item that would distract from learning opportunities or learning environment

No Valuables at School

Keep money and items of value at home to ensure a distraction and stress-free learning environment. Personal property that is not used in the instructional program should not be brought to school to prevent loss/theft for which the school is not responsible.

Technology & Digital Citizenship

Cell Phone & Device Use Policy

As digital natives, our students use technology to communicate regularly. We believe that it is imperative that we teach digital citizenship as a means to becoming a well-rounded global citizen.

Expectations for using cell phones/devices

- Power off your phone when on campus.
- Students who bring a cell phone to school, will need to agree to and sign an agreement with the use of our Yondr cell phone pouches.

- Cell phones must be kept in the cell phone pouch (Yondr pouch) during the school hours.
- Students will place their cell phone in the pouch and lock the pouch and submit them to the teacher at the beginning of the school day and will remain with the teacher during school hours. This helps reduce theft and distraction.
- Teachers shall request students to place their cell phones in the pouch and the pouch shall be placed in a designated classroom container during school hours.
- Students will not be allowed to take their cell phone out of the pouch during school hours to text or make phone calls during class.
- If students have an emergency, they need to let the teacher know and the teacher will let the office know of any further actions that need to be taken to support the student.
- No social media posting during school hours or after school hours on school campus.
- Students may not use cell phones on the bus at any time.
- Students may not allow other students to use their cell phones.
- All rules regarding cell phones apply to after-school activities and field trips.
- Watches that connect to the phone should not be used for texting or responding instead of the cell phone.

Recording Glasses and Electronic Devices

Students may not use recording glasses or any electronic device capable of capturing audio or video in the classroom without prior permission from the teacher or school staff, as outlined in Education Code Sections 51512 and 78907. These laws protect the privacy and rights of all individuals in the learning environment. Unauthorized recording may result in disciplinary action and may also violate California Penal Code §632, which prohibits recording private conversations without the consent of all parties.

Digital Citizenship and Policy

Dehesa Method Sports Academy and Method Summit Academy will provide users with the privilege of email accounts for the purpose of school-related communication. Email accounts are hosted on and availability and use is restricted based on school policies. If users are provided with email accounts the account should be used with care. Users should not send personal information or attempt to open files or follow links from unknown or untrusted origins. Users should use appropriate language and only communicate with other people as allowed by the school policy. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage is monitored and archived.

Social Media

Students cannot use their school email account to open social media accounts or for any other use than for school communication.

Hacking

There are both state and federal laws in place to protect the privacy of both email and social media. Hacking of either of these types of accounts is an illegal action by the student. Students need to be reminded that accessing another student's DMSA email, Google drive, or social media accounts is considered an illegal act but also a serious offense and will not be tolerated by Dehesa Method Sports Academy. Immediate disciplinary action will be taken.

Student Users should never share personal information including phone number, address, social security number, birthday, or financial information over the internet without permission from an adult. Users recognize that communicating over the internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If users see a message, comment, image, or anything else online that makes them concerned for their personal safety, they should immediately bring it to the attention of an adult.

Web Conference Nettiquette

Disruptions in web conferences are considered a disciplinary offense and are taken seriously.

Disruptive behavior includes but not limited to:

- Yelling
- Using obscene or profane language including racial slurs
- Making gestures
- Appearing in an undressed manner
- Showing visuals or sharing audio that is sexual or political in nature outside of the curriculum

Disciplinary action may include but not limited and dependent upon the seriousness of the offense:

- Meeting with School Administration
- Temporary hold on live sessions that will result in lost points for specific zoom classes and/or attendance

- Possible suspension from school

Loaner Laptops

Dehesa Method Sports Academy and Method Summit Academy loans school laptops to students for academic purposes. It is the student's responsibility to care for the equipment and ensure it is maintained in a safe environment. If the computer is lost, stolen, or damaged, parents/guardians and the student need to notify the school immediately.

The laptop and all accessories are school property and are loaned to the student for educational purposes and only for the academic term. Students may not deface or destroy this property in any way. Inappropriate material on the machine may result in the student losing the use of this computer. The equipment will be returned to the school on a date to be requested or sooner if the student is discharged from school prior to the end of the school year.

If the laptop equipment is lost, stolen, or damaged while in the borrower's possession, the borrower is responsible for the replacement or repair thereof of the device the student was loaned. Borrower will be given a loaner receipt that includes items assigned and their replacement cost at the time of receiving their loaner equipment. The borrower may use laptop equipment only for non-commerical and academic purposes.

Student Responsibilities

Your laptop is an important learning tool and is for educational purposes only. The student must be willing to accept the following responsibilities.

- I know this computer is on loan to me. All school policies, procedures, applicable laws, and the Network and Internet Policy must be followed. I understand that any violation could result in the loss of the computer for my use.
- I will treat the laptop with care and will be responsible for using the laptop.
- I will not load or delete any software from the laptop and I will comply with all copyright laws.
- I will not give personal information when using the internet.
- I will not attempt to make any repairs to the laptop.
- I understand that misuse or inappropriate use as determined by school personnel may result in any and/or all of the following:
    - Student conference
    - Parent conference

- Cancellation of access privileges and/or loss of computer privileges
- School disciplinary actions

Health, Safety & Emergency Procedures

Emergency Procedures

During a crisis, staff will implement the Comprehensive Safety Plan for that particular emergency. Students will be responsible for following the directions of staff members. Staff members have been trained and will know the correct response to any crisis. Students also will be taught the correct response to emergency situations.

The school has a Comprehensive Safety Plan to deal with emergencies, including earthquakes, fires, active shooter on campus, intruders on campus, or any disaster. Each response includes procedures for safely evacuating students from classrooms and for articulating with law enforcement or other emergency agencies. The school has a plan for uniting students with their parents, setting up a first aid center, establishing a command center, and providing for the comfort and security of students.

In Case of An Emergency

What do students do during an emergency?
Follow the directions of staff members, since they are trained to handle emergencies. If you are not in a classroom, find the nearest adult and follow their directions.

How will students be reunited with their parents?
During an emergency situation, the school will establish a Reunification area where parents can pick up their children. Only parents or others listed on the emergency list may pick up a student. They must have identification.

What happens when a student needs their medication that is kept in the office?
All student medication will be taken to the First Aid Center, so students needing their medication will have it available.

What happens if a parent is unable to pick a student up?
During an emergency situation, students who are still at the Reunification area at the end of the day (4:00 p.m.) would be released to the San Diego Sheriff's Department. The Sheriff's Department would reunite students with their parents. In the case of a severe disaster/emergency, Dehesa Method Sports Academy will follow the directions of the

District's Comprehensive Safety Plan. All students will be cared for until reunited with their parents or placed in the care of the appropriate emergency agency.

Health and Allergy Awareness School

Dehesa Method Sports Academy and Method Summit Academy take all allergies, including food allergies seriously. Recognizing that the risk of accidental exposure to allergens including food can be reduced in the school setting, we are committed to working with students, parents/guardians, and medical providers to minimize risks and provide a safe educational environment for students with allergies. At the start of each school year, an annual update is required by a medical provider. In order to reduce the risk of exposure for students who have an allergy to peanut/tree nut products, these items are not served in the school lunch and breakfast programs. The school does its best to monitor items sent from home.

- Parents are asked to refrain from sending food items containing peanuts, peanut products, almonds, cashews, walnuts, or other tree nuts to school.
- Parents are encouraged to send healthy food options for their child.
- Parents are encouraged to contact the school office if they have questions pertaining to an allergy that could affect their child's health and safety at school.

Food/Pet and Campus Safety

- No energy drinks, gum, hard candy, or glass bottles or glass dishes allowed at school.
- Drinking containers must have lids to avoid spills.
- Students are not allowed to share or trade food due to safety and allergy concerns.
- Do not bring personal toys or sport equipment from home to school, such as toys, balls, games, radios, trading cards, etc. Items from home will be kept in the office if brought to school.
- Due to safety and allergy concerns, pets are not allowed on campus, unless preapproved by the principal for classroom sharing purposes only. Pre-Approval must be made prior to the day pets are brought on campus.

Health and Medication

- All children are required to meet state law requirements for immunizations before attending school.
- School personnel are prohibited from administering any medication, including both prescription and over-the-counter drugs, without written authorization from a doctor and/or verbal from the parent.

- If your child needs to take medication at school, your physician must complete and sign the appropriate Physician's Authorization Form. This form requires a parent's signature to be valid and must be renewed every year. Forms are available in the school office and first-day packets.
- Medications must be brought to the school office by a parent in the original containers labeled with the name of the child and the name of the medication.
- Students are not to carry medication with them at any time. This includes any over-the-counter medications like Advil or cough drops.

Illness or Injury at School

- When your child becomes ill or is injured at school, every attempt will be made to reach you. If the school is unable to reach you, the person listed on your child's emergency contact list will be contacted. If authorized emergency friends/relatives are not available and immediate treatment is advisable, the child may be transported to the nearest hospital.
- When children experience a communicable disease/illness such as chicken pox, strep throat, head lice, etc., it must be reported to the school office immediately. After appropriate treatment and recuperation, the student will need to check in through the school office before returning to school.

School Safety Plan

Dehesa Method Sports Academy is committed to ensuring that students enrolled in this School, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the School. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Dehesa Method Sports Academy has established a Comprehensive School Safety Plan. The Plan is available upon request.

Parent & Family Expectations

Parent Code Of Conduct

At Dehesa Method Sports Academy, families and staff work side by side to nurture the full potential of every student. Just as we encourage students to persevere through challenges, uplift others, and grow as whole individuals, we ask parents and guardians to reflect those same values in their partnership with the school.

This Code of Conduct provides a framework for how families and the school community can thrive together—academically, athletically, and personally.

Guiding Expectations

1. Build Community & Teamwork

- Approach interactions with staff, students, and other families with kindness, respect, and cooperation.
- Work as partners in your child's journey, recognizing that every member of the school community contributes to its success.
- Seek to build bridges and connections that strengthen our shared sense of belonging.

2. Support Growth & Learning

- Encourage your child to see challenges as opportunities to learn and grow.
- Reinforce habits of responsibility, curiosity, and thoughtful exploration at home.
- Honor both academics and athletics as important parts of a balanced education.

3. Demonstrate Perseverance

- Address concerns constructively, focusing on solutions instead of blame.
- Model resilience and calm when conflicts arise, showing students how to navigate adversity with integrity.
- Be patient and respectful with processes, communication, and timelines.

4. Respect School Spaces & Operations

- Follow school policies around attendance, safety, and campus access.
- Allow teachers and staff to fulfill their roles without disruption.
- Support a safe, orderly environment where all students can thrive.

5. Nurture a Positive Environment

- Uplift others by speaking and acting with encouragement and respect.
- Refrain from using aggressive, disruptive, or harmful language or behavior.

- Avoid disciplining or directing other students—allow staff to guide student behavior.

6. Engage Responsibly Online

- Represent the school community with dignity and positivity on social media.
- Protect the privacy of students, families, and staff by avoiding the sharing of confidential or sensitive information.
- Use digital platforms to strengthen connections rather than to spread negativity.

Prohibited Conduct

Parents/guardians are expected to avoid:

- Verbal or physical aggression, intimidation, or harassment.
- Disruptions to classroom learning, athletic training, or school operations.
- Disrespectful or disparaging comments in any form, including online.
- Breaches of confidentiality, unauthorized recordings, or sharing student/staff information.
- Possession of harmful substances, weapons, or unsafe items on school grounds.

When Concerns Arise

- **Reminder/Warning:** For first-time or minor concerns, staff will provide a reminder of expectations.
- **Restricted Access:** Repeated or serious violations may lead to restrictions or bans on campus, athletic training facilities, or event participation.
- **Escalation:** Ongoing or severe misconduct may result in further action, including legal steps
- **Appeal:** Families may use the school's grievance process if they wish to appeal a decision.

Uniform Complaint Procedures

State regulations require Dehesa Method Sports Academy to address allegations of unlawful discrimination and complaints alleging violation of federal or state regulations in programs and activities receiving state funds: adult basic education, SIP, EIA/LEP, Title 1, Title 6, vocational education, special education, child development, child nutrition, Miller-Unruh special reading, tenth grade counseling, and school-based coordinated programs. Details

on Dehesa Elementary School District's Policy and Procedures (Grades K-5) and Method Schools' Policy and Procedures (Grades 6-12) are linked or can be found on the Dehesa Method Sports Academy website.

Special Education & Student Support Services

Special Education Overview

Dehesa Method Sports Academy offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEA) and the California Education Code, DMSA works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Dehesa Method Sports Academy complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 "Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR").

Dehesa Method Sports Academy complies with all California laws pertaining to special education students and all students are fully integrated into Dehesa Method Sports Academy' programs with the necessary materials, services, and equipment to support their learning. Dehesa Method Sports Academy ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Dehesa Method Sports Academy is solely responsible for its compliance with Section 504 and the IDEA and the resources to be utilized by the school shall be accessible for all students with disabilities. Dehesa Method Sports Academy meets all the requirements within a learner's Individualized Education Plan and includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

What is Special Education?

Special education is a collection of services and supports designed to meet the unique needs of students with disabilities. These services ensure students receive a Free Appropriate Public Education (FAPE) through individualized instruction, accommodations, and related services.
Special education is a program designed to help students with disabilities access their education. It was created by the federal Individuals with Disabilities Education Act (IDEA), which ensures that students who qualify receive a free appropriate public education (FAPE). Students must be evaluated and found eligible based in one of the thirteen disability categories in IDEA.

What are the 13 disabilities recognized by IDEA and California?

Under the IDEA, there are 13 eligibility categories that a student with a disability can qualify under in order to receive special education services.[1] Below is a concise description of each.

- **Specific Learning Disability (SLD):** Difficulties in basic psychological processes (e.g., auditory processing, visual processing, attention) affecting listening, thinking, reading, writing, spelling, or math. SLD includes dyslexia and similar conditions. A medical diagnosis alone does not determine eligibility.
- **Other Health Impairment (OHI):** Limited strength, vitality, or alertness due to chronic or acute health issues (e.g., ADHD, diabetes, epilepsy, Tourette Syndrome) that adversely impacts educational performance.
- **Emotional Disability (ED):** Significant and persistent emotional or behavioral challenges that impact learning, including difficulty with relationships, inappropriate behaviors, pervasive unhappiness, or fears. Includes schizophrenia.
- **Speech or Language Impairment (SLI):** Communication disorders such as articulation errors, abnormal voice quality, fluency disorders, or expressive/receptive language delays that adversely affect educational performance.
- **Autism (AUT):** Developmental disability affecting communication, social interaction, and behavior, typically evident before age 3.
- **Intellectual Disability (ID):** Significantly below-average intellectual functioning with adaptive skill deficits that impact educational performance.
- **Hard of Hearing (HH):** A hearing loss that affects educational performance but is not severe enough to be considered deafness.
- **Deafness (DEAF):** A profound hearing impairment that limits linguistic processing, with or without amplification.
- **Visual Impairment (VI):** Vision loss (partial or total) that adversely affects learning, even with correction.
- **Orthopedic Impairment (OI):** Impairments caused by congenital anomalies, disease, or injury that affect mobility or physical functioning (e.g., cerebral palsy, amputations).
- **Deaf-Blindness (DB):** Combined hearing and vision impairments resulting in severe communication and educational needs.
- **Multiple Disabilities (MD):** Two or more significant impairments that create combined educational needs not addressed by a single disability category.
- **Traumatic Brain Injury (TBI):** Acquired injury to the brain caused by external force resulting in cognitive, behavioral, or functional impairments. Does not include congenital or degenerative conditions.

What exactly is an IEP?

An IEP is a written plan that describes a child's unique learning needs and the special instruction and services they will receive. IEP teamst includes:

- Collaborate to develop appropriate goals and services.

[1] 34 CFR §300.8(a)(1), 5 CCR §3030, EDC §56320

- Ensure student access to general education curriculum.
- Maintain communication with families.
- Monitor and report progress.
- Implement accommodations and modifications.

Types of IEP Meetings

- **Initial IEP**: Held after a first-time evaluation to determine eligibility and identify required services.
- **Annual IEP**: Occurs at least once every 12 months to review goals, services, progress, and needs.
- **Triennial (Reevaluation) IEP**: Conducted at least 3 years to reassess eligibility and needs.
- **Amendment IEP**: Used to revise specific components of the IEP without a full meeting (with parent agreement). A meeting may also be held if needed.
- **30-Day Review IEP**: Required when a student enrolls with an existing IEP from another district. Services must be implemented immediately.
- **Manifestation Determination Review (MDR)**: Held when a disciplinary removal totals 10+ days or results in a change of placement.

What is a modified curriculum?

A modified curriculum adjusts what or how a student is taught to match their learning level while still providing students access to grade-level standards. Students on a modified curriculum may be eligible for an alternative pathway to a high school diploma or for a certificate of completion upon completing high school depending upon the IEP team decision.

What is a 504 plan?

Students who have a disability that substantially limits one or more basic life activities ((e.g., learning, concentrating, thinking, breathing, walking) may qualify for a 504 plando not qualify for an IEP may sometimes be offered a 504 plan. A 504 Plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. It may provide accommodations, services, supports, and any other agreed-upon reasonable changes to the learning environment to enable students to learn alongside their peers. Unlike an IEP, there is no standard 504 Plan; however, a school site may have a structured form. These plans may vary from student to student as it is based on individual needs. The plan is reviewed yearly and every three years for continued eligibility. Students with a 504 are not exempted from the attendance requirements of Independent Study and are subject to the tiered re-engagement policy as required.

What are adaptations?

Curriculum adaptations include accommodations, modifications, and supports that help students with disabilities access learning and assessments. Teachers and staff are responsible for knowing and providing the specific supports listed in a student's IEP.

What are accommodations?

Accommodations change how a student learns or demonstrates knowledge, not the content itself. Accommodations level the playing field.
Examples include:

- Extended time on assignments or assessments
- Breaks during tasks
- Multiple modes of response (typing, dictation, oral response)
- Text-to-speech or speech-to-text
- Reduced distractions
- Clarified or repeated instructions
- Access to calculators or graphic supports (as appropriate)

Accommodations help a student participate in learning and complete schoolwork or tests successfully. They do not change what is being taught or lower expectations. Examples might include extra time on tests or using assistive technology. Accommodations give students equal access to learning and an equal chance to show what they know.

What are modifications?

Modifications alter what a student is expected to learn or produce. Modifications change the playing field. Examples include:

- Working on a functional curriculum
- Altering the standard being measured in the assignment
- Providing below grade level text for reading comprehension assignments
- Exemptions for entire units of study

Note: Very few students will meet the criteria to be on a modified curriculum, as it significantly alters the curriculum and changes the student's path for graduation/completion.
If a student is on a modified curriculum it will be an IEP team decision and will be explicitly stated in the IEP. Please reach out to the SAI teacher and/or the Director of Special Education about these students so that you know how to proceed.

Students enrolling with an IEP

When a student enrolls with an IEP:

- Families should share the most recent IEP if available.
- Method Summit Academy reviews the IEP and provides comparable services through an Interim Placement.
- A 30-day IEP meeting is held to ensure the plan matches the student's needs in our program and, if necessary, makes adjustments.

IEP Services

Related services (also known as Designated Instructional Services) are supports a student needs to benefit from special education. These services are added to an IEP only when an evaluation by a qualified provider shows an educational need. Students are required to attend their related services (e.g. SAI, speech, OT, counseling) as outlined in their IEP.

Child Find

Dehesa Method Sports Academy and Method Summit Academy participates in a comprehensive "child find" protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the "child find" protocol of the special education local plan area (SELPA). These systems include a variety policies and practices that are not limited to the following:

• Comprehensive post-enrollment practices that aim to identify students with exceptional
needs in order to ensure that all instructional, support and administrative staff is aware of all students who have identified special needs
• Continuous efforts to maintaining and nurturing relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
• Ongoing professional development and training for all instructional, support and administrative staff, to ensure proper identification of special needs within all students
• As part of the Multi-tiered Support System, continuously review and monitor all student assessment data, including state mandated testing and all internal assessments in order to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

IDEA & Section 504 Notice

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

Full Inclusion Model

At Method Summit Academy, special education is integrated into our model. Supports may include:

- Specialized Academic Instruction (SAI)
- Related services such as speech, occupational therapy (OT), or Educationally Related Mental Health Services (ERMHS)
- Accommodations and modifications
- Assistive technology
- Collaboration between general and special education staff

Our goal is to ensure every student with a disability has the tools and support needed to access the curriculum and make meaningful progress.
Decisions about services and placement are made by the IEP team, which includes you as the parent/guardian. We work closely with families to make sure students receive the right supports and services to help them succeed.

SELPA

Method Summit Academy is part of a Special Education Local Plan Area (SELPA), which is a group of schools that work together to provide special education services. This means we can access additional resources and specialists, when needed. In some cases, we may also partner with outside professionals and Non-Public Agencies (NPA) to make sure students receive the right services.
If your child does not qualify for special education but still needs support because of a health condition or disability, they may qualify for a 504 Plan under Section 504 of the Rehabilitation Act of 1973. A 504 Plan provides classroom accommodations or modifications

to make sure your child has full access to their education. These plans are developed with families and reviewed every year.

Evaluation Request

If you think your child may have a disability, please reach out to your child's teacher or contact the school directly to request an evaluation. You can also contact our Director of Special Education with any questions or concerns at hkennedy@methodschools.org . Method Summit Academy follows all state and federal laws that protect students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

We are committed to making sure every student feels supported, included, and able to succeed, and we do not discriminate against any student based on disability.

Student Records & Administrative Policies

Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of an administrative staff member.

School Registrar will send a Release of Student Records form to your student's previous school upon enrollment in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Dehesa Method Sports Academy or Method Summit Academy at that time.

Should you decide to withdraw from Dehesa Method Sports Academy or Method Summit Academy and transfer to a new school, your new school will contact Dehesa Method Sports Academy or Method Summit Academy to request your student's records, and we will mail the records to them.

Should you decide to withdraw from the school and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

Consumable/Non-Consumable Policy

- All materials ordered with state funding, including consumable items, such as workbooks, pencils, paper, clay, and any other materials consumable in nature, are the property of the school.
- Materials are loaned to enrolled students for their educational usage only. The items must be returned to the school when the student is done using that item, or when the student leaves the school.
- If an item has been "consumed" by the student—used up and no longer usable by any other student—then it can be "archived" by the Enrollment Specialist.
- If a student disenrolls or is dropped by the school prior to the end of the school year for any reason, all materials must be returned to the school within two business days. Families will be billed for any items not returned, including those that are consumable in nature. Student transcripts will not be released until all materials are returned. This includes chromebooks and charging cords.

Employee Interactions with Students Policy

Dehesa Method Sports Academy teachers and staff may not communicate with students via personal text message or direct messaging in any social media platforms.

All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other DMSA approved platforms.

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

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student.

Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although personal interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Cautionary Staff/Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence) (a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors (a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student. (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing the School Director about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them, (q) Pats on the back, high

fives, and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Examples of Specific Behaviors The following examples are not an exhaustive list: Unacceptable Staff/Student Behaviors (Violations of this Policy) (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school. (e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.) (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of School personnel: A. Examples of PERMITTED actions (NOT corporal punishment) 1. Stopping a student from fighting with another student; 2. Preventing a pupil from committing an act of vandalism; 3. Defending yourself from physical injury or assault by a student; 4. Forcing a pupil to give up a weapon or dangerous object; 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; 6. Engaging

in group calisthenics, team drills, or other physical education or voluntary recreational activities. B. Examples of PROHIBITED actions (corporal punishment) 1. Hitting, shoving, pushing, or physically restraining a student as a means of control; 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Freedom of Speech and Expression

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.
At Dehesa Method Sports Academy and Method Summit Academy, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any school event
- Any school area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a class are respected and responded to in a professional manner.
- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are part of the classroom environment.
- Posting anonymous messages is not permitted
- Impersonating another person is also strictly prohibited.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
- Do not interfere with other users' ability to access school or disclose anyone's passwords to others or allow them to use another user's account. ***You*** are responsible for all activity that is associated with your user name and password.

- Do not download, transmit or post material that is intended for personal gain or profit, non-school commercial activities, non-school product advertising, or political lobbying on a school owned instructional computing resource.
- Do not use school instructional resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on school instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Dehesa Method Sports Academy server.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Additional Policies

Method Summit Academy - For additional Annual Notifications, please review Method Schools Annual Notifications document.

Annual Notifications

Academic Program

Abuse & Human Trafficking Prevention Education

Method Schools offers abuse, including sexual abuse and assault, and human trafficking prevention education to help students directly avoid becoming victims of abuse or trafficking by educating them on protective behaviors, including online safety; detecting inappropriate student-to-student and adult-to-student interactions; establishing healthy relationship boundaries with adults and other students; and understanding how to safely ask for help. It also teaches them how to recognize anyone who is, or is at risk of being, abused or trafficked, creating critical mass of eyes and ears in school. Additionally, prevention education can help avoid mental health impacts and chronic absenteeism that result when a student becomes a victim of abuse or trafficking.

The required content is introduced in the high school Health course, a graduation requirement for all students. The instruction includes the prevention of abuse, including sexual abuse and assault, of children at home, in the community, on school grounds, by school personnel, other students, and school volunteers, or in school-sponsored programs. The instruction is age appropriate and differentiated by grade and instructional setting and delivered by certificated personnel who do not otherwise have regular contact with students receiving the instruction.

Parents have the right to request in writing that their child not receive all or part of abuse, including sexual abuse and assault, and human trafficking prevention education, and assessments related to that education. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction. **All families with students enrolled in the health course are sent a letter informing them of their rights to opt out of this content. If they choose to opt out, they are enrolled in an alternative section of the course that replaces this content with other, health-related content.**

Advanced Placement Exam Fees

Advanced placement (AP) courses provide rigorous academic coursework opportunities for high school students. The successful completion of AP courses and the subsequent AP examinations, which are conducted by the College Board and for which college credit is awarded, provide a cost-effective means for high school students to obtain college-level coursework experience.

Any economically disadvantaged student who is enrolled in an AP course may apply to your counselor to cover the costs of AP examination fees.

Availability of Language Acquisition Programs & Language Programs

Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible. As required by 5 CCR 11309, language acquisition programs for English learners must:

1. Be designed using evidence-based research and include both Designated and Integrated English Language Development;
2. Be allocated sufficient resources to be effectively implemented, including but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

3. Lead to grade level proficiency and achievement of the state-adopted academic content standards in English within a reasonable period of time. (*Note:* When the program model includes instruction in another language, it must lead to proficiency and achievement of the state-adopted academic content standards in that other language within a reasonable period of time.)

California Healthy Youth Act

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

This required content is included in the high school Health course, a graduation requirement for all students.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education, by sending a request to a school administrator.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed when students will receive the education and the opportunity for parents to review the educational materials.
5. Be informed whether comprehensive sexual health or HIV prevention education will be taught by **Method Schools'** personnel or outside consultants. When Method Schools' chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker
   c. The right to receive a copy of EC 51933, 51934, and 51938
6. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

California Proficiency Program

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (*Note:* Paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

HiSET-Proficiency is the first test in the CCP. To prepare for it, students can visit the HiSET Test Prep Resource webpage to access study prep materials. Also provided on the vendors' webpages are a list of testing accommodations, test specifications, and testing locations.

After passing the language arts and mathematics subtests, the student will earn a Certificate of Proficiency issued by the State Board of Education, which is the same legal equivalent to a California-issued high school diploma. The student may then choose to remain in high school or exit high school with parent permission to begin attending higher education or start their career. If the student exits high school, the student may also choose to take the

remaining HiSET-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which opens more doors than the Certificate of Proficiency alone.

Upon successfully completing all the subtests of the HiSET-Proficiency, students can access their eTranscripts within 48 hours through their myHiSET account. However, it may take up to 14 weeks for students to receive their California Certificate of Proficiency and Official Transcript and Score Report via mail. To ensure timely delivery of these documents, students are advised to verify and update their mailing address in their myHiSET account before taking their last subtest.

Students must meet both of the following criteria to be eligible to take a proficiency test:

1. The student must meet one of the following:
   - 16 years of age or older; or
   - Enrolled in grade 10 for one school year or longer; or
   - Will complete one school year of enrollment in grade 10 at the end of the semester during which the next regular exam will be conducted.
2. The student must be currently subject to California's compulsory education laws, which may be evidenced by one of the following:
   - Current enrollment in a California public high school; or
   - Current enrollment in a private school (registered by filing a private school affidavit with CDE, which includes students who are homeschooled); or
   - Current work permit issued by the Department of Industrial Relations Division to a student currently working in California, provided that the student is either receiving tutoring or enrolled in an independent study program to accommodate the student's work schedule.

Fee waivers are available to students experiencing homelessness and to foster youth who are under the age of 25. The fee waiver covers fees for services related to test administration, but does not cover fees for services or documents required to verify the need for test accommodations, test preparation, or other services not related to the administration of the tests.

For more information, visit the CDE website at https://www.cde.ca.gov/ta/tg/cp.asp.

College Admission Requirements

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and Universities of California (UC).

California community colleges are required to admit any California resident or nonresident possessing a high school diploma or the equivalent, or anyone over the age of 18 without a high school diploma or the equivalent who is capable of profiting from the instruction offered.

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 college-preparatory courses (referred to as the "A-G" courses) with a letter grade of "C" or better. Students may also meet the A-G requirement by completing college courses or earning certain scores on various acceptable exams. Applicants must have graduated from high school and have received a high school diploma. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA). Students may also transfer to a CSU or UC after attending community college.

CaliforniaColleges.edu is California's official college and career planning platform. It is a one-stop shop for all the tools students need to set goals for life after high school and make plans to achieve them. The platform also serves as a crucial component of the state's new Cradle-to-Career (C2C) Data System tools for students and parents. The following websites also provide additional information and resources:

- hs-articulation.ucop.edu – allows search of high school courses that have been certified by the UC as satisfying the requirements for admission to the UC/CSU.
- cccco.edu – offers links to all the community colleges in California.
- assist.org – provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

- calstate.edu – offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
- universityofcalifornia.edu – offers information regarding admissions, online application, and links to all UC campuses.

Students will have the opportunity to meet with their assigned school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in career technical education (CTE) courses. A CTE program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. For more information about CTE visit: www.cde.ca.gov/ci/ct.

Course Prospectus

At least once every year, the **District** compiles a prospectus (or course catalog) that provides the curriculum, including titles, descriptions, and instructional aims of every course offered by its schools. To review the course catalog visit the Course Catalog page of the Method Schools website at https://www.methodschools.org/explore-course-catalog. The school may charge for the prospectus an amount not to exceed the cost of duplication.

Course Selection & Career Counseling

A school counselor, teacher, instructor, administrator, or aide must not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student must explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact **High School Counseling** for details.

Dual Enrollment or IB Courses

Method Schools proudly holds a unique and transformative partnership with the California Community Colleges system through a formal dual enrollment agreement with College of the Canyons, offering students in grades 9–12 an unparalleled academic opportunity. Through this collaboration, high school students gain direct access to college-level coursework delivered exclusively in a cohort-based setting, meaning they learn alongside fellow Method Schools peers in a structured, supportive environment rather than being placed into open general enrollment college classes. Every course offered through this partnership is both A–G approved, satisfying University of California and California State University admissions requirements, and aligned with the General Education requirements of the UC and CSU systems, allowing students to simultaneously fulfill high school graduation requirements while earning transferable college credits. This powerful pathway not only accelerates students' academic journeys but positions them well ahead of their peers upon entering higher education. Students and families interested in learning more or enrolling in the dual enrollment program are encouraged to reach out to the Director of College and Career Readiness or their assigned academic counselor through the Method Schools website at methodschools.org.

Exemption Based on Religious Beliefs

In certain courses, where appropriate, teachers may objectively discuss the role of various religions in history, world cultures, literature, and the arts, without promoting, denigrating, or showing preference for any particular religion, sect, or religious viewpoint. Method Schools will ensure that instruction and instructional materials will not interfere with the religious development of any student in whatever beliefs, customs, and/or practices the student embraces, and will treat all religious and religious convictions, including nonbelief, with fairness and respect.

Parents have the right to request in writing that their child not participate in instruction on the basis of their religious beliefs, customs, or practices. The written request must include the following information:

1. The specific instructional content that is subject to the opt-out
2. The specific religious belief(s), custom(s), and/or practice(s) with which the specific instructional content substantially interferes
3. How the specific instructional content substantially interferes with the specific religious belief(s), custom(s), and/or practice(s), including any individual student characteristic relevant to the opt-out request

Method Schools will evaluate each opt-out request and determine whether the request will be granted. When such request is granted, the student will not be subject to disciplinary action, academic penalty, or other sanction.

Exemption from Harmful or Destructive Use of Animals

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must notify the teacher of the objection. Objections must be substantiated by a note from the student's parent.

When a student chooses to refrain from participation in an educational project involving the harmful or destructive use of animals, the teacher may work with the student to develop and agree upon an alternate project, if such project is possible, so that the student may still obtain the knowledge, information, or experience required for the course. The alternative project will require a comparable time and effort invested by the student – it will not be more difficult than the original education project as a means to penalize the student. Students choosing an alternative educational project must pass all exams for the course in order to receive credit; however, if the test requires the harmful or destructive use of animals, the student may, similarly, request an alternative test. No student will be discriminated against based upon their decision to exercise these rights.

Exemption from Health Instruction

Method Schools is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions of the student's parent, the student's parent may submit a written request to the principal or designee to excuse the student from that part of the instruction.

High School Graduation Requirements

Students should, upon graduation, have opportunities that prepare them for postsecondary education and career success. To that end, requirements have been designed to promote choices, whether career or academic, to give every student a springboard to a successful life. To obtain a diploma of graduation, students must complete the course of study prescribed by Method Schools at the high school where they are enrolled.

Method Schools offers career technical education (CTE) courses that are aligned to the CTE model curriculum standards and framework adopted by the State Board of Education in order to allow students an alternative means to meet one of the statewide course requirements. All CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law, and Method Schools will ensure that lack of English language skills is not be a barrier to admission and participation in Method Schools' CTE program.

For more information about high school graduation requirements, including a list of CTE courses offered by Method Schools, and how each requirement satisfies or does not satisfy the subject matter requirements for admission into the CSU or UC schools, see your counselor or check the UC Doorways website.

Participation in Statewide Assessments

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.
Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. There is no exemption for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students take these tests in grades 3–8 and grade 11.
What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards are tested.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take these tests in grades 3–8 and grade 11.
What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.
Which standards are tested? The California Common Core State Standards are tested through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAST is computer-based.
Which standards are tested? The California Next Generation Science Standards (CA NGSS) are tested.

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.
Which standards are tested? Alternate achievement standards derived from the CA NGSS are tested.

CAASPP: California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
What is the test format? The CSA is computer-based.
Which standards are tested? The California Common Core State Standards en Español are tested.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Initial and Summative ELPAC are computer-based.
Which standards are tested? The 2012 California English Language Development Standards are tested.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards are tested.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.
What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®, are tested.

Screening for Reading Difficulties

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (*e.g.,* teacher or other school staff evaluation, accountability, student grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

If a student is identified as being at risk of having reading difficulties, Method Schools will provide the student with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student. Supports and services may include evidence-based literacy instruction focused on the student's specific needs, progress monitoring, early intervention in the regular general education program, one-on-one small group tutoring, and further evaluation or diagnostic assessment.

Annually, students in kindergarten through grade 2 will be assessed the third week of school. If a student enrolls after this date, the student will be assessed within 45 calendar days of enrollment.

A student may be exempted from the screening for risk of reading difficulties if the parent provides prior written consent and the student meets any of the following criteria:

1. Has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.
2. Is eligible for an IEP or Section 504 Plan.
3. Is in the process of being assessed for eligibility for special education and related services pursuant to IDEA or a Section 504 Plan, and the student is being evaluated with diagnostic assessments that make screening for risk of reading difficulties redundant.

Parents who wish to opt their child out of the screening, whether or not they meet the eligibility for exemption listed above, must provide written notice to Head of K-8 by 15 days prior to the start of the screening administration.

Student Financial Aid for College

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADAA) to help determine a student's eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis.

Specifically, the **Method Schools** will advise each 11th grade student to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform that will include, but not necessarily be limited to, material related to all of the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

Method Schools will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). Students should only complete one of the applications based on their citizenship and residency status. Information provided by parents and students in the completion of a financial aid application will be handled according to applicable state and federal privacy laws and regulations.

The parent or student, if 18 years of age or older, may opt out of the requirement by filling out and submitting an opt-out form. If Method Schools determines that a student is unable to comply with the requirement, Method Schools will exempt the parent or student and complete and submit an opt-out form on the student's behalf. As such, a student who does not complete an application or submit an opt-out form will not be penalized or punished, and it will not affect the student's ability to graduate.

Transfer of Coursework & Credits; Exemptions

For the purpose of this notification, an "eligible student" is a student in foster care, student experiencing homelessness, current or former juvenile court school student, child of a military family, migrant student, or newcomer student.

<u>Coursework and Credits</u>

Eligible students transferring out of a school will receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student's seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school must contact the prior school within two business days to request that the full or partial credits be issued. The prior school must then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools are required to accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools cannot require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student's education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial

credit is awarded in a particular course, the eligible student will be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student cannot be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California systems.

Exemption from Board-adopted Coursework

In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 ("statewide course requirements"), as well as any other course requirements adopted by the Board ("Board-adopted coursework"). An eligible student who transfers into the **District** or between schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school will be exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student will be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students will receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption, and the student will be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the **Method Schools'** graduation requirements.

Any complaint that Method Schools has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the **Method Schools'** Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from Board-adopted coursework requires that the student's IEP provides all of the following:

1. The student's IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

Equity & Access

Antisemitism Prevention

The policy of the State of California is to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state. To ensure that classrooms are safe, welcoming, and inclusive learning environments for students of all faiths and backgrounds, including Jewish and Israeli students, antisemitic discrimination may be classified as discrimination on the basis of religion, national origin, ethnicity, or some combination of these factors. Therefore, schools are to treat antisemitism with the same seriousness as other forms of hate, and are required to establish a clear and transparent mechanism for students to report hate incidents and acts of antisemitism.

The following information highlights the protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025-2026 Regular Session to counter antisemitism in schools.

Instructional Materials

The **Governing Board** may **not** adopt or approve:

- The use of any textbook, instructional material, supplemental instructional material, professional development material, and curriculum for classroom instruction if the use would subject a student to unlawful discrimination as specified in EC 220.
- The use of any professional development materials or services that would promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in EC 220.

If the **Board** knows or has reason to know that such materials or services were used or an action occurred that would violate EC 220, the **Board** will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under Method Schools' Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SPPI), as described below. Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Additionally, the **Board** will not adopt any textbooks or other instructional materials that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in EC 220, or that violates EC 243, 244, 51500, or 60044. However, the **Board** does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with EC 51204.5, 51933, 51934, and 60040.

Instruction & School-Sponsored Activities

No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in EC 220. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the **Board** finds the instruction or school-sponsored activities to be discriminatory.

Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with EC 49091.10 and the California Public Records Act.

Appeals and Direct Filing with the SSPI

An appeal of the LEA's decision on a complaint of prohibited discrimination may be filed with the SSPI within 30 days of receiving the LEA's decision. A complaint of prohibited discrimination can also be filed directly with the SSPI as a result of the LEA's failure to issue an investigation report (or final decision) within the 60-calendar-day timeline for UCP complaints.

When directly filing with the SSPI, the complainant must identify the basis for direct filing, providing evidence and reason(s) to support immediate action by the SPPI. In response to such a complaint, the SPPI may directly intervene without waiting for the results of the **District's** investigation.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

Office of Civil Rights

The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, "Agency"), has been established with the purpose of working directly with local educational agencies (LEA) to prevent and address discrimination and bias as specified in EC 220. OCR will do all of the following, in consultation with CDE:

- Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.

- Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include specific information on the type of discrimination or bias against a group protected by EC 220 and made publicly available on the Agency's website.
- Recommend strategies to combat discrimination or bias against groups protected by EC 220 in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.
- Annually review CDE's report that includes a summary of all complaints made under the uniform complaint procedures (UCP) that involve discrimination as defined in EC 220, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in EC 220.
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.

Appointed by the Governor and confirmed by the Senate, the Antisemitism Prevention Coordinator, in consultation with CDE, is tasked with the following:

- Develop, consult on, and provide antisemitism education to LEA personnel, including members of the governing board/body, to identify and proactively prevent antisemitism.
- Make recommendations on legislation necessary for the prevention of antisemitism in educational settings.
- Engage and advise on the actions taken by the OCR on issues relating to antisemitism and the Jewish community.
- Engage with LEAs on the handling of antisemitism.
- Track and report to the Legislature, the executive director of the state board, and the SSPI complaints and resolutions or lack of resolutions of complaints made pursuant to EC 33315 relating to antisemitism in all LEAs serving TK-12 students.
- Engage with relevant community stakeholders in the execution of their duties.

Any reports or summaries provided by OCR will not contain any personally identifying information about any individual, and the information will be sufficiently deidentified to prevent the identification of the individuals involved in the complaint. The underlying data is confidential and protected from public disclosure, including disclosure pursuant to the California Public Records Act, except that the information may be disclosable to the same extent as the data was disclosable by the entity that collected the data.

Educational Equity: Immigration & Citizenship Status

All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state law and the California Office of the Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes" (December 2025), the **Method Schools** is committed to providing a safe and welcoming place for students, their families, and staff. To that end, the District:

1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in the **Method Schools'** programs and activities on the basis of a student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status.
2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying in accordance with its Uniform Complaint Procedures.
3. Unless required by state or federal law, required to administer a state or federally supported education program, or presented with a valid judicial subpoena/warrant or court order, prohibits staff from doing any of the following:
    a. Collect information or documents regarding the citizenship or immigration status of students or their family members.

b. Disclose or provide, in writing, verbally, or in any other manner, and to the extent practicable, any information about the student, including their education records, or information about the student's family and household.
c. Allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of a schoolsite (*i.e.,* school grounds, area where school-sponsored activities are being held, or school-provided transportation) for any purpose.

4. Ensures resources and data collected by the **Method Schools'** will not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
5. Requires reporting to the **Governing Board** in a timely manner any requests to gain information or access to a schoolsite by an officer or employee of a law enforcement agency for immigration enforcement purposes. Additionally, staff will do all of the following:
   a. Obtain consent from the student's parent before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a judicial warrant/ subpoena or court order.
   b. Notify the student's parent if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant/subpoena or court order that restricts the disclosure of the information to the parent.

To ensure the safety and well-being of students, parents are encouraged to regularly update their emergency contact information, including secondary and additional contact information. This is so that when staff are aware that a student's parent is unavailable to care for the student, staff can first exhaust any parental instruction related to the student's care that is provided in the emergency contact information and only contact child protective services agency to arrange for the student's care as a last resort. Method Schools will only use the information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

Additionally, in preparation for a situation where the student and their parents may be separated, Method Schools encourages parents to consider completing a Caregiver's Authorization Affidavit to give a trusted adult the authority to make educational and medical decisions for their child. Students and families should also learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information.

For more information, parents should review Board Policy 0070 SAFE A, as well as the Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All," which includes the following "know your educational rights" information.

Your child has the right to a free public education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information required for school enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number

is never needed for school enrollment.

Confidentiality of personal information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents or guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family safety plans if you are detained or deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

Your child has the right to report a hate crime or file a complaint to **Method Schools** if your child is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

Married, Pregnant, & Parenting Students

The responsibilities related to marriage, pregnancy, or parenting, including related obligations, conditions, or recovery, may disrupt a student's education, placing them at higher risk of dropping out of school. In minimizing interruption to their educational progress and in promoting the healthy development of their children, Method Schools supports married, pregnant, and parenting students in the following ways:

1. Method Schools will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. Method Schools will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery; Method Schools treats pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery in the same manner and under the same policies as any other temporary disabling condition.
3. Method Schools may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
4. Pregnant and parenting students will not be required to participate in a pregnant minor program or alternative education program; students who voluntarily participate in an alternative education program will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
5. Method Schools will provide reasonable accommodations to a lactating student on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The student will not be penalized academically and will be provided with the opportunity to make up any work missed as a result of the student's use of the reasonable accommodations during the school day. Reasonable accommodations include, but are not limited to:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.

b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
c. Access to a power source for a breast pump or any other equipment used to express breast milk.
d. Access to a place to store expressed breast milk safely.
e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.

6. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of the student's child, including absences to care for a sick child, for which the school will not require a note from a doctor.
7. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks. Specific to parental leave:
    a. No student will be required to take all or part of parental leave.
    b. Method will ensure that absences from school, as a result of parental leave, are excused until the student is able to return to the regular school program or an alternative education program.
    c. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
    d. The pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave. A student who chooses not to return to the school in which the student was enrolled before taking the leave is entitled to alternative education options offered by Method Schools
8. When necessary to complete the high school graduation requirements, a pregnant or parenting student may remain enrolled in school for a fifth year of instruction, unless it has been determined that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

For **school** purposes, a student under 18 years of age who enters into a valid marriage is an emancipated minor who has all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. Such rights include, but are not limited to, verifying their own absences, applying for a work permit, and accessing their educational records.

Any complaint alleging discrimination on the basis of a student's actual or potential pregnancy, marital, or parental status; **Method Schools** noncompliance with the requirements related to parental leave; or **Method Schools** noncompliance with the requirement to provide reasonable accommodations for lactating students will be addressed through the Uniform Complaint Procedures.

Nondiscrimination in Programs & Activities

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate

discrimination against staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the CEO or immediate supervisor and, if substantiated, prompt action will be taken.

Nondiscrimination in Child Nutrition Programs

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. USDA is an equal opportunity provider, employer, and lender.

This institution is an equal opportunity provider.

Rights of Foster Youth

A foster child means any of the following:

1. A child who has been removed from their home pursuant to WIC 309.
2. A child who is the subject of a petition filed under WIC 300 or 602, whether or not the child has been removed from their home.
3. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
4. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

The following is a brief summary of a foster youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court

appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. **Right to have full and partial credits earned to be issued and accepted.**
6. **Right to priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder determines which intersession program to attend.**
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the **Method** has not complied with requirements regarding the education of foster youth.

To review the standardized notice of foster youth rights, visit https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp. For assistance, contact the foster youth liaison **Jade Fernandez, Chief Operating Officer, jfernandez@methodschools.org**.

Rights of Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. A student experiencing homelessness is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances. To ensure that each school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request.

The following is a brief summary of the rights of students experiencing homelessness:
1. Right to attend either the "school of origin" or the current school of residence, and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the student attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the student is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. **Right to have full and partial credits earned to be issued and accepted.**
5. **Right to priority access to an intersession program. If the student moves during the intersession period, the student's educational rights holder determines which intersession program to attend.**
6. Right to not be stigmatized by school personnel.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the **District** has not complied with requirements regarding the education of students experiencing homelessness.

Unaccompanied youth who meet the definition of homeless children and youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

The **District's** homeless youth liaison is **Jade Fernandez, Chief Operating Officer** and can be reached at **951-461-462 x7000, jfernandez@methodschools.org**. Notice of the educational rights of students experiencing homelessness and resources available to persons experiencing homelessness are posted on the Method Schools websites.

Safe Place to Learn Act

Method Schools is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in Method Schools' academic, extracurricular, and other educational support programs, services, and activities. As such, it prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within Method Schools, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. It also applies to all acts of the **Board** or **CEO** in enacting policies and procedures that govern Method Schools.

Method Schools also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

Students who feel that they have been subjected to unlawful discrimination described above, or who observe any such incident, are strongly encouraged to immediately contact the UCP compliance officer, principal, or any other staff member. In addition, students and parents may request to meet with the UCP compliance officer to determine how best to accommodate or resolve concerns that may arise from Method Schools' implementation of its nondiscrimination policies. To the extent possible, Method Schools will address any individual student's interests and concerns in private.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, will be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following CDE webpage: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. Method Schools provides a free appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of Method Schools' basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of implementing Section 504, the following terms and phrases are defined below:

1. *Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.

2. *Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. *Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include *major bodily functions* such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

Method Schools has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or Section 504 Coordinator for consideration as a student with a disability under Section 504. If, upon evaluation, a student is determined to be a student with a disability who is eligible for regular or special education and related aids or services, the team will develop a written Section 504 Service Plan specifying the accommodations and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact:

Grades K-8 - Jackson Faber, jfaber@methodschools.org, K-8 Lead Teacher
Grades 9-12 - Sarah Waggoner, swagooner@methodschools.org, HS Lead Student Success Manager
Method Summit Academy - Lauren Terrell, lterrell@methodschools.org. MSA Lead Teacher

Sexual Harassment

Method Schools' Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. Sexual harassment targeting students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established by Method Schools is also prohibited. Any student determined by an investigation to have engaged in sexual harassment or sexual violence will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) will be taken into account. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The following individual has been designated as the **Method Schools** Title IX Coordinator: **Tracy Robertson, HR & Board Manager, trobertson@methodschools.org**. The Title IX Coordinator is responsible for coordinating the **District's** efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment even when the victim of the harassment has not complained.
4. A clear message that student safety is the **Method Schools'** primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed

separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the **Method Schools'** procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the **Method Schools** investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the **Method Schools** will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Defining Sexual Harassment

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any **Method Schools** program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of **Method Schools** policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a **Method Schools** school exercises substantial control over the context and respondent:

1. A **Method Schools** employee conditioning the provision of Method Schools aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the **Method Schools'** education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Reporting and Investigating Allegations of Sexual Harassment

A student or a student's parent who believes that the student has been subjected to sexual harassment in a **Method Schools** program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the **Method Schools'** Title IX Coordinator, a teacher, the principal, or any other available school employee. If the report of sexual harassment is submitted verbally or informally, the Title IX Coordinator will inform the student or parent of their right to file a formal written complaint in accordance with applicable complaint procedures.

A principal or other employee who receives a report or observes an incident of sexual harassment must submit the

report or forward the information to the Title IX Coordinator within **one workday**. The report must be made whether the alleged victim files a formal complaint or requests confidentiality. Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. The Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and **Method Schools'** policies and regulations to enable the **Method Schools** to monitor, address and prevent repetitive harassing behavior in its schools.

To review the full text of the **Method School's** board policy and administrative regulation on sexual harassment, please go to www.methodschools.org. A copy of the written policy on sexual harassment is included in school and **Method Schools** publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in grades 9 through 12 has the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

Special Education

Method Schools is dedicated to identifying, locating, and assessing all students within Method Schools from birth to 21 years of age who may have disabilities, and providing appropriate support and/or related services to those students determined by an educational evaluation. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting Heather Kennedy, Director of SPED, hkennedy@methodschools.org.

The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services.

Method Schools is committed to providing eligible students with disabilities a free appropriate public education consistent with federal and state laws, including those students enrolled in private schools and those who are experiencing homelessness, are wards of the state, and are highly mobile students with exceptional needs,

Services are provided based on the individual needs of the student. After a team, comprised of educational professionals and the parent(s), determines a students' unique needs and considers a variety of factors, an individual education program (IEP) is created. An IEP is a legal document that describes how Method Schools provides services to a student with exceptional needs.

Student Fees

Students will not be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of its educational program, including curricular and extracurricular activities. Method Schools will ensure that books, materials, equipment, supplies, and other resources necessary for student participation in Method School**s'** educational program are made available to students at no cost.

As necessary, the **Governing Board** may approve and impose fees, deposits and other charges which are specifically authorized by law. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

Method Schools, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, no course credit or privileges related to educational activities can be offered or awarded to a student in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. Method Schools will also not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges will be investigated and resolved through the Uniform Complaint Procedures. If, upon investigation, Method Schools finds merit in the complaint, the **Chief Operating Officer** will recommend, and the Board will adopt, an appropriate remedy to be provided to all affected students and parents in accordance with 5 CCR 4600.

Title IX: Sex Equity in Education Act

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of discrimination based on sex, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of Method Schools' educational programs and activities. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the school's athletic director as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
6. Access to a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
9. Pursue civil remedies as a result of discrimination.
10. Be protected against retaliation for filing a discrimination complaint.

Method Schools has designated the following personnel to address questions and complaints regarding its nondiscrimination policies specific to Title IX: **Tracy Robertson, HR Manager, trobertson@methodschools.org.** Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information regarding Title IX and its application, please visit

www.methodschools.org or contact the Title IX Coordinator and/or the Assistant Secretary for Civil Rights at the U.S. Department of Education. Additional resources can be found at:

United States Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
OCR Complaint Form: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
Complaint Procedures: https://www.cde.ca.gov/re/di/eo/complaint.asp

California Interscholastic Federation
4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax: (916) 239-4478
Website on Equity: https://www.cifstate.org/governance/equity/index

Uniform Complaint Procedures

Method Schools has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP is used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education Programs
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, 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 program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students

12. Every Student Succeeds Act
13. Instructional Materials and Curriculum: Diversity
14. Local Control and Accountability Plans
15. Migrant Child Education
16. Physical Education Instructional Minutes
17. Reasonable Accommodations to a Lactating Student
18. Regional Occupational Centers and Programs
19. School or Athletic Team Names, Mascots, or Nicknames
20. School Plans for Student Achievement
21. Schoolsite Councils
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. Student Fees
25. And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by Method Schools.

A student enrolled in any public school cannot be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the head of school or the **CEO.**

A student fee or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to www.methodschools.org.

Compliance Officer

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: **CEO.** The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification

Method Schools' UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of **Method Schools'** UCP is provided annually to students and their parents, employees, and school advisory committee members, appropriate private school officials, and other interested parties.

Method Schools also posts the standardized notice of the educational rights of foster youth, homeless students, former juvenile court students now enrolled in Method Schools, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

Appeal

Method Schools' decision will be provided to the complainant through an investigation report within 60 calendar days of receiving the complaint, unless this time period is extended by written agreement of the complainant. A complainant may appeal Method Schools' investigation report to the CDE by filing a written appeal within 30

calendar days after receiving Method Schools' decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Williams Complaint

There should be sufficient textbooks and instructional materials that are in good and usable condition. That means each student, including an English learner, must have a textbook and/or instructional materials to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

- *Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
- *Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

A complaint alleging that any of the above conditions is not being met is addressed through Method Schools' Williams uniform complaint procedures as required by law. Although complainants do not need to use Method Schools' complaint form to file a complaint, the complaint form may be obtained at **www.methodschools.org**. Because a complaint may be filed anonymously, the complaint form will allow the complainant to indicate whether a response is requested – only a complainant who identifies themselves is entitled to a response. A complaint should be filed with the principal or designee.

Health & Wellness

Access to Student Mental Health Services

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, Method Schools is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents are each provided with information on how to initiate access to available student mental health services at school and/or in the community.

Refer to the below resources available for your student:

- CareSolace - a concierge service which will connect you to local mental health resources Information can be found at www.caresolace.com/ms or by calling 24/7 at 888-515-0595 or email weserve@caresolace.org
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit www.thetrevorproject.org

- ROWI Teen & Parent Wellness Centers - This organization provides comprehensive mental health services for teens with locations across Southern California. www.ROWIteen.com

Administration of Prescribed Medication

The parent of a student on a continuing medication regimen for a nonepisodic condition, must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the student's parent, the school nurse may communicate with the physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that Method Schools assist the student in matters set forth in the statement of the physician/surgeon.

In order for a student to carry and self-administer prescription epinephrine delivery system or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the epinephrine delivery system or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication and must release Method Schools and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses an epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, Method Schools will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the statement is provided in both English and Spanish and includes the name and contact information of the physician/surgeon.

Concussion & Head Injuries

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (*e.g.,* MRI or CT) may be "normal", the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity will be immediately removed from the athletic activity for the remainder of the day, and not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed

health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete must also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Signs observed by teammates, parents and coaches include:

- Looks dizzy
- Looks spaced out
- Confused about plays
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can’t recall events before or after the injury
- Seizures or “has a fit”
- Any change in typical behavior or personality
- Passes out

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or throws up
- Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on edge
- Irritability
- More emotional
- Confused
- Concentration or memory problems
- Repeating the same question/ comment

Student-athletes and parents are required to review and sign a Concussion Information Sheet as part of their annual sports packet.

Consent to Physical Examination

Periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. These examinations may also help determine whether the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act or Section 504. However, a parent may annually file with the principal a written statement withholding consent to the physical examination of their child. Any such student will be exempt from any physical examination but will be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

HPV Immunization

Students are advised to adhere to current immunization guidelines, as recommended by the State Department of Public Health regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any elementary or middle school, preschool, or childcare and development program for the first time nor be admitted or advanced into grade 7 unless they have met the immunization requirements. The parent's guide to "Required Immunizations for School Entry" from the California Department of Public Health (CDPH) website can be accessed by clicking on the title (link).

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents are to first register for a California Immunization Registry – Medical Exemption (CAIR-ME) account at https://cair.cdph.ca.gov/exemptions/home to obtain a medical exemption request number before going to their child's doctor.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other

institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against a communicable disease.

Method Schools will cooperate with state and local public health officials in measures necessary for the prevention and control of communicable diseases in school age children. Method Schools may use any funds, property, or personnel and may permit an authorized health care provider to administer an immunizing agent to any student whose parents have consented in writing. When feasible, the California Immunization Registry – a secure, confidential, statewide computerized immunization information system for California residents – may be accessed to track immunization records, reduce missed opportunities, and help fully immunize students of all ages.

Medical or Hospital Services

All students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury.

On School Grounds and School-sponsored Activities – EC 49472
Method Schools may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service and/or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to students arising out of accidents on campus during a regular day school or while being transported by **Method Schools** to and from school or other place of instruction, or while at a school-sponsored activity and while being transported to, from and between such places. No student can be compelled to accept such service without the student's consent, or if a minor, without the consent of the student's parent. The cost of the insurance or membership may be paid from the funds of Method Schools, or by the insured student or the student's parent.

Excursions and Field Trips – EC 35331
Method Schools will provide, or make available, medical and/or hospital service for students injured while participating in any school-sponsored excursion or field trip. The cost incurred by Method Schools may be paid from the funds of Method Schools, or by the insured student or the student's parent.

Athletic Activities – EC 49471
Method Schools does not provide or make available medical and/or hospital services for students injured while participating in athletic activities.

Insurance for Athletes – EC 32220-32224
Under state law, Method Schools is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be obtained by calling:

- Children's Health Insurance Program at 1-800-541-555 or visiting https://www.usa.gov
- Medi-Cal at 1-800-300-1506 or visiting https://www.coveredca.com/health/medi-cal/children/

Members of school athletic teams include members of any extramural athletic team, school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

Oral Health Assessment

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.

- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

Method Schools may host a free oral health assessment to assist students and their families in complying with this requirement. Directory information of students, including students experiencing homelessness, will be disclosed to facilitate the assessment unless the student's parent has provided written notice to the school that they do not consent to a physical examination.

A parent who is unable to obtain, or does not consent to, the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit Medi-Cal Dental (https://dental.dhcs.ca.gov/) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online at: Apply for Medi-Cal (https://www.dhcs.ca.gov/Medi-Cal/Pages/apply.aspx).

Prescription Opioids

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks, such as risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance – meaning, the need to take more medication for the same pain relief
- Physical dependence – meaning, having symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

Student-athletes and parents are required to review and sign the Opioid Factsheet as part of their annual sports packet.

School Meals

Adequate nutrition is essential to the development, health and well-being, and learning of all students. A free, nutritionally adequate breakfast and lunch is provided each school day to any student who requests a meal regardless of the student's free or reduced-price meal eligibility. **National School Lunch Program forms are a required part of students' enrollment.**

Sudden Cardiac Arrest

Sudden Cardiac Arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

SCA is the #1 killer of student athletes and the leading cause of death on school campus. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk. Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Coaches have the authority to remove from play a student who exhibits fainting, and potentially for other conditions if they are believed to be cardiac-related. Student-athletes must be evaluated and cleared by a physician, surgeon, nurse practitioner, or physician's assistant to return to play. Student-athletes and parents are required to review and sign an SCA Information Sheet as part of their annual sports packet.

Type 1 Diabetes

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors

may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact the school nurse, school administrator, or health care provider if there are any questions.

References

Centers for Disease Control and Prevention
KidsHealth
Mayo Clinic
National Library of Medicine and National Institutes of Health's MedLine

Type 2 Diabetes

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in their lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and this guidance is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider if there are any questions.

References

American Diabetes Association Clinical Journal
Helping Children with Diabetes Succeed: A Guide for School Personnel
KidsHealth
Mayo Clinic
National Library of Medicine and National Institutes of Health's MedLine
Centers for Disease Control and Prevention

Water Consumption

Students have the right and are encouraged to bring a reusable bottle to fill and refill water to consume while at school. Drinking water plays an important role in maintaining a child's overall health in the following ways:

- Supports muscles, joints, and tissues
- Improves digestive system
- Keeps growing bodies hydrated
- Positively impacts cognitive performance, particularly short-term memory
- Improves visual attention and fine motor skills
- Can prevent excess weight gain when substituting sugary drinks

Parent & Family Engagement

California Kids Investment and Development Savings Program

The California Kids Investment and Development Savings (CalKIDS) Program is designed to create opportunities for families to prepare for and complete college, trade school, and career programs. This statewide initiative

automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents.

Every eligible public school student in grades 1–12 has a CalKIDS account created in their name with a deposit of $500. Eligible students identified as foster youth receive an additional one-time $500 deposit. Eligible students identified as a student experiencing homelessness receive an additional one-time $500 deposit. This could mean up to $1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, a student must be identified as an English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either:

1. Enrolled in grades 1-12 during the 2021-22 academic year; or
2. Enrolled in 1st grade during the 2022-23 academic year.

Visit https://calkids.org/ to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on method.scoutforschools.com.

Investing for Higher Education

Receiving a college or university education can lead to many benefits: increased earning potential, increased career opportunities, financial security, better problem-solving skills, and improved health and well-being. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can – even when children are infants. As with any investment, the earlier money is saved, the more time it has to grow. Investment options include, but are not limited to, a 529 college savings plan, an individual retirement account (IRA or Roth IRA), Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships and grants, taking Advanced Placement (AP) classes, working a full-time job in the summer or a part-time job during the school year, and opening a savings account.

Parent & Family Engagement Policy

Method Schools aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). Method Schools staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

Rights of Parents

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of Method Schools' employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.
6. To request a particular school for their child, and to receive a response from Method Schools.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. Method Schools will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that Method Schools is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

School Accountability Report Card

By February 1 of each year, all public schools in California are required to update and publish a school accountability report card (SARC) with the intent to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. The primary purpose is to provide parents with data and information to make meaningful comparisons between public schools, enabling them to make informed decisions on which school to enroll their children. The content of the SARC includes demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. Printed copies may be obtained from the **school office** or may be accessed at **https://sarconline.org/public/findASarc.**

Student Wellness Policy

Recognizing the link between student health and learning, Method Schools has an established student wellness policy for all its schools to provide a comprehensive program that promotes healthy eating and physical activity for students. Method Schools will coordinate and align its efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and healthy school environment. Parents, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public are encouraged to participate in the development, implementation, and periodic review and update of the policy.

Safety & Well-being

Asbestos Management Plan

Parents have the right to inspect a complete, updated copy of a management plan for asbestos-containing material in school buildings. The asbestos management plan can be made available for inspection, without cost or restriction,

in Method Schools and school offices during normal business hours. Method Schools may charge a reasonable cost to make copies of the management plan. For further information, contact **info@methodschools.org.**

Body Shaming

Method Schools is committed to cultivating a school environment where every individual, regardless of body size, shape, or appearance, feels valued, accepted, and safe. Body shaming in any form is strictly prohibited. This includes, but is not limited to, unsolicited comments, gestures, or digital communication that mock, stigmatize, or draw attention to an individual's physical appearance. Body shaming may occur as a one-time event or as part of a repeated behavior and may intersect with bullying, sexual harassment, or other forms of discrimination.

Students and parents are encouraged to review the following resources related to body shaming identified by CDE:

- Bodywhys: Be Body Positive
- The Kids Mental Health Foundation: Body Image Resources
- Embrace Hub: Body Image and Appreciation Resources
- Talking to Your Children About Body Shaming
- How to Handle Body Shaming in School - A Guide for Parents
- Weight-based Teasing and Bullying in Children: How Parents Can Help

Child Abuse Prevention & Neglect Reporting

Method Schools, including members of the **Governing Board** and volunteers, are considered mandated reporters. "Volunteers" in this context means a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent or a school employee. Mandated reporters are required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.,* Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify Method Schools of an incident by contacting Jade Fernandez, Chief Operating Officer, jfernandez@methodschools.org.

Dangers of Synthetic Drugs

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like

Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation, increased heart rate and blood pressure, increased respiration and body temperature, anxiety, and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the Facts About Fentanyl on the California Department of Public Health website.

Employee Interaction with Students

Employees, including independent contractors, interns, and volunteers, of Method Schools are expected to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. To ensure employees fulfill their obligation to ensuring the health and safety of all students and contribute to a positive school climate, employees are prohibited from engaging in threatening, unsafe, unlawful, or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to appearance of impropriety. Employees are not to intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any reports of employee misconduct will be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy, or retaliates against a person who reports the violation or participates in the complaint process, will be subject to disciplinary action, up to and including dismissal. The Superintendent or designee may bar the adult from school grounds and activities in accordance with law, and may also notify law enforcement, as appropriate.

Pesticide Products

Method Schools may use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides are only used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. A warning sign at each area of the school site where pesticides will be applied will be posted visibly to all persons entering the treated area. The sign will be posted at least 24 hours prior to the application and remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and remain posted until 72 hours after the application.

Parents can register at their student's school to receive notification of individual pesticide applications. Notifications will be provided by **Method Schools** 72 hours before the application, except in emergencies, and will include the product name, the active ingredient(s) in the product, and the intended date of application.

Parents seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by going to https://www.cdpr.ca.gov/docs/schoolipm/.

Safe Storage of Firearms

Parents have the responsibility for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

In reviewing the following information, parents are encouraged to evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220)

  Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)

- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)

- The county or city where the parent resides may have additional restrictions regarding the safe storage of firearms.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Attendance

Absence due to Confidential Medical Services

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of the appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

Absence due to Religious Exercises or Instruction

With the written consent of the parent, a student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or at other suitable places away from school property designated by a religious group, church, or denomination. Such absence are not be

deemed absence in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

Addressing Absences

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. As such, absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session; vacations should be planned when school is not in session.

The School Attendance Review Board (SARB) is a multidisciplinary panel composed of school personnel, agency partners and community-based organizations that address attendance and/or behavior problems. Specifically, the panel may include, but is not limited to a parent, **Method Schools'** staff, representatives from child welfare and attendance personnel, school guidance personnel, county office of education, county probation department, county welfare department, law enforcement agencies, community-based youth service centers, school/county health care personnel, school/county/community mental health personnel, county district attorney's office, and county public defender's office. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney's Office for truancy mediation and/or prosecution.

Truancy

A student is classified as a *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and Method Schools has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that are not described in EC 48205 and AR 5113 – Absences and Excuses.

Parents of students who are identified as truant will receive truancy notifications that may result in a referral to the School Attendance Review Team (SART) and SARB if attendance does not improve. Additionally, the school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school.

Chronic Absenteeism

A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused (including suspensions from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

The school will make every effort to work with students who are identified as chronic absentees to improve attendance. The SART/SARB and other multidisciplinary teams may be convened to offer assistance, suggestions, and ongoing support for students that have a history of poor or irregular attendance.

Exclusion from School

A student may be excluded from school without prior notice to the parent for any of the following reasons:

1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The **CEO or designee** determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

The **CEO or designee** will send a notice as soon as reasonably possible after the exclusion. Upon the exclusion of the student, a parent may meet with the **CEO or designee** to discuss the exclusion. If the parent disagrees with the

decision of the CEO **or designee**, the parent may appeal the decision to the **Governing Board**. The parent will have an opportunity to inspect all documents upon which Method Schools is basing its decision, to challenge any evidence and question any witness presented by Method Schools, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Excused Absences

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below. A student will not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For purposes of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For purposes of participating in a cultural ceremony or event.
(12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close

association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

School Calendar

To assist parents with planning for their student's childcare needs, medical appointments, and other activities, the school calendar includes minimum days and student-free staff development days. Please refer to the school calendar provided in this document; the calendar is also posted on the M**ethod Schools'** website at www.methodschools.org. If any additional minimum days or student-free staff development days are scheduled during the school year, parents of all students affected by the change will be notified as soon as possible, but no later than one month before the scheduled minimum or student-free day.

Students with Temporary Disabilities

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in a regular or an alternative education program, and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

If a student with a temporary disability is in a qualifying hospital that is located outside the school district in which the student's parent resides, it is the parent's responsibility to notify the school district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; therefore, the student will receive individual instruction by the school district in which they are temporarily residing unless Method Schools has entered into an agreement with the other district to provide the individual instruction.

Every effort will be made for students to continue with the courses that are necessary for the student to maintain their academic status, but in some cases, this will not be possible due to various constraints. *High school students who are not able to complete courses in progress at the time they are receiving individualized instruction may need to complete the course in either summer school or through some other venue. In some cases, a student's high school graduation may be delayed due to the restrictions of this program.* **Method Schools** staff may not be able to replicate certain highly specialized courses or a given course in the individualized instruction setting. For example,

Honors *or Advanced Placement* classes, world languages, PE, laboratory sciences, higher-level mathematics classes, and some electives cannot be replicated.

Method Schools may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in their prior school after the hospitalization has ended, or to provide a partial week of instruction at school or at home to a student who is no longer confined to the hospital setting. The total days of instruction may not exceed the maximum of five days in the combined setting, and attendance may not be duplicated. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

School Enrollment & Options

District of Choice

A student may transfer to a school district that participates in the District of Choice (DOC) program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (*i.e.,* race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer is determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order:

1. Siblings of students already in attendance in the DOC
2. Students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness
3. Children of military personnel

An application requesting transfer must be submitted to the DOC before January 1 of the school year preceding the school year for which the student is requesting the transfer – a modified application process is available for children of relocated military personnel. By March 1, applicants are notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and renewed automatically unless the governing board of the DOC elects to withdraw participation from the program.

Districts electing to participate in the DOC program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at https://www.cde.ca.gov/sp/eo/dc/. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district.

Independent Study

Method Schools recognizes that there are situations where students' special interests, abilities, or individual needs are not being met in the traditional instructional setting. Independent study offers a means of individualizing the educational plan to serve students who, for example:

1. Desire a more challenging educational experience;
2. Have health or other personal circumstances that make classroom attendance difficult;
3. Are unable to access course(s) due to scheduling problems; and/or
4. Need to make up credits or fill gaps in their learning.

Additionally, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes during an absence from school. Parents may request short-term independent study for up to 15 schooldays in a school year. In order to facilitate the timely offering of short-term independent study, parents are strongly encouraged to sign a learning agreement at or before the start of each school year.

Method Schools' independent study, that is projected to last more than 15 schooldays, is available to all students enrolled and is substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the District's adopted course of study within the customary timeframe. Students in independent study also have access to the same services and resources that are available to other students in the school and have equal rights and privileges.

Participation in independent study must always be the choice of the parent; Method Schools may not require or otherwise obligate a student's participation in the program. If a student has an IEP or Section 504 Plan, enrollment in independent study is a placement decision and is only allowed if the student's IEP or Section 504 Plan specifically provides for that participation; an IEP or 504 meeting is required prior to any change of placement. Parents and students who are interested in the independent study program should contact **hkennedy@methodschools.org**

Involuntary Transfer

A student may be transferred to another District school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805, and is enrolled at the same school as the victim of a crime for which the student is convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the principal or designee. The **Governing Board**, based on the recommendations of the principal or Superintendent or designee, will render the final decision as to whether or not to transfer the student.

Meeting Residency Requirements for School Attendance

A student is deemed to have complied with the residency requirements of the **Method Schools** if the student meets any of the following criteria:

1. The student's parent resides within district boundaries.
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student is admitted through an interdistrict attendance option.
4. The student is an emancipated minor residing within district boundaries.
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect.
6. The student resides in a state hospital located within district boundaries.
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.
8. The student's parent resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week.
9. The student's parent was a resident of California who departed the state against their will due to a transfer by a government agency that had custody of the parent, a lawful order from a court or government agency authorizing the parent's removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of the parent's departure.
10. The student is a homeless or foster child who remains in their school of origin.
11. The student is a migratory child or a child of a military family who continues to attend their school of origin.

A student also complies with residency requirements if the student's parent, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The

school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

When establishing a student's residency for enrollment purposes, the District will not inquire into the citizenship or immigration status of the student or the student's family members. If the school reasonably believes that a parent has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the student meets residency requirements. However, a student's enrollment may be denied when the submitted documentation is insufficient to establish district residency; in which case, the parent will be notified in writing of the specific reasons for the denial and of the opportunity to appeal the District's decision. Please visit **www.methodschools.org** or contact **Enrollment (info@methodschools.org)** for a list of reasonable evidence that the District will accept to verify that a student meets residency requirements for school attendance.

Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of the student's desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each school site have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Student Behavior

Assignments & Tests during Suspension

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

Discipline Rules

Method Schools is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. Method Schools believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and

parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Each school site and each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. Staff will enforce disciplinary rules fairly, consistently, and in accordance with the **Method Schools'** nondiscrimination policies. Students are to be held to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, at school-sponsored activities, and on the school bus. Students must conform to school regulations; obey promptly all directions of teachers and others in authority; be diligent in study; be kind, courteous, and respectful to all students and staff; and refrain entirely from the use of profane and vulgar language.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. To the extent possible, staff will use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, will be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

Grounds for Suspension & Expulsion

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind. *(Note: Students who voluntarily disclose their use in order to seek help through services or supports shall not be suspended solely for that disclosure.)*
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, 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 such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products. *(Note: Students who voluntarily disclose their use in order to seek help through services or supports shall not be suspended solely for that disclosure.)*
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. *Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.*
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. *Hazing means a method of initiation or pre-initiation into a student 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 student.*
18. Engaged in an act of bullying. *Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more*

students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property; cause the student to experience a substantially detrimental effect on the student's physical or mental health; or cause the student to experience substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. *A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $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.*

Additional grounds for suspension and expulsion for students in grades **4 through 12** include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment. *Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.*
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.*
3. Intentionally engaged in harassment, threats, or intimidation against **Method Schools'** personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

<u>Recommendation to Expel</u>

As required law, a student found to have committed any of the following acts at school or at a school activity off school grounds shall be immediately suspended and recommended for expulsion: (EC 48915(c))

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

For all other acts committed at school or at a school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Involvement of Law Enforcement

Whenever any school employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement authorities. Additionally, the principal or designee must

notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Property Loss or Damage

When **Method Schools'** property is damaged due to the willful misconduct of a student, Method Schools will seek reimbursement of damages, within the limitations specified in law, from the student's parent or from any other responsible individual.

Method Schools may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. If the student's parent is unable to pay for the damages or to return the property, a program of voluntary work for the student will be offered in lieu of the payment of monetary damages. Until the student's parents have paid for the damages, or the voluntary work has been completed, Method Schools may withhold the student's grades, diploma, and/or transcript. Before withholding a student's grades, diploma, and/or transcripts, the student's parents will be informed of the student's alleged misconduct in writing. In addition, appropriate disciplinary procedures may be initiated against the student.

Suspension from School

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their own defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such a case, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone, by email, or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. The parent of a student who is suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the **CEO or designee** may extend the period of suspension beyond the five consecutive days if determined, following a meeting in which the student and the student's parent are invited to participate, that the student's presence at the school or at an alternative school would endanger

persons or property or threaten to disrupt the instructional process.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to an administrator or a school site designee who did not issue the suspension.

Note: In the case of a foster child, any discipline-related notification provided to the parent means notification to the foster child's educational rights holder, attorney, and county social worker. For an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

Manifestation Determination for Students with IEPs Required when:

- A removal exceeds 10 cumulative school days, or
- A change of placement is proposed for behavioral/disciplinary reasons, including severe lack of engagement

The team must determine:

- Was the behavior caused by, or directly related to, the student's disability?
- Was the behavior the result of the school failing to implement the IEP?

If no to both questions:

- The student can be referred for expulsion (if for behavioral reasons)
- The student can be withdrawn from school (if for severe lack of engagement)

If yes to either question:

- The student cannot be disciplined in the same manner as nondisabled peers
- An FBA/BIP may be required

Attendees at the Manifestation Determination must include:

- Parent/Guardian
- General Education Teacher
- Special Education Case Manager
- School Administrator/Designee
- School Psychologist

When appropriate, the IEP team may also include the following:

- Student
- Related Service Providers
- Interpreter

Reporting Threats

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act is required to immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm,

destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Student Records

Access by Military Recruiters

Federal law requires that Method Schools provides military recruiters access to secondary school students' names, addresses and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent. Such requests must be submitted in writing to **info@methodschools.org**.

Access to Student Records

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the parent, a student who is 16 years of age or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (*e.g.,* working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom Method Schools has outsourced its functions and who perform services for which Method Schools would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the **Method Schools** is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Method Schools' policy and regulation on "Response to Immigration Enforcement".. To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (*e.g.,* information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or court.

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights *(see notification on "Challenging Student Records")*
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that state and federal laws authorize disclosure without consent, and request a copy of the records that were disclosed
4. File a complaint with the U.S. Department of Education concerning an alleged failure by Method Schools to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) by completing the FERPA Complaint Form and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., SW, Washington, D.C. 20202-8520

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access

the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before Method Schools discloses the student's records. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent, Method Schools will provide the parent with a copy of the records disclosed. The written request to access or disclose a student's records must be submitted in written form to info@methodschools.org, who will, in turn, have five business days from the day of receiving the request to fulfill the request during regular school hours. Qualified certificated personnel are available to interpret records when requested. Reasonable measures will be taken to prevent the alteration, damage, or loss of records during inspection.

Cal Grant Program

A Cal Grant is a California-specific financial aid allocation that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

Cal Grant applicants must apply using the FAFSA or CA Dream Act application by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. To assist students with the application, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CSAC) electronically by either the school or Method Schools. Upon implementation of transcript-informed accounts for students in grades 9-12 on the CaliforniaColleges.edu platform, any GPA data required for eligibility for financial aid programs will be submitted through the California College Guidance Initiative.

A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CSAC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. If the opt-out form is not received by **March 1 of the student's 11th grade year**, the student's GPA will be submitted to CSAC beginning **September of the student's 12th grade year**.

California College Guidance Initiative

The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, which is the state's official college and career planning platform and is free to all California students in grades 6-12 and their families.

To facilitate this, data for all students enrolled in grades 6-12 public schools will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with the CCGI to both of the following:
    - Postsecondary educational institutions for purposes of admissions and academic placement.
    - The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Challenging Student Records

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

Within 30 calendar days, the **Superintendent or designee** will meet with the parent and the certificated employee who recorded the information, if any, and if the person is still employed with the **District**, and sustain or deny the allegations. If the allegations are sustained, the **Superintendent or designee** will order the correction, removal, or destruction of the information. If the **Superintendent or designee** denies the allegations, the parent may appeal the decision to the **Governing Board** within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the **Superintendent** to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the **Superintendent**, the parent has the right to submit a written statement of objections to the information. This statement becomes a part of the student's school record until such time as the information objected is removed or corrected.

Both the **Superintendent** and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

Duplication of Student Records

Copies of student records are available to parents at no cost. Former students may receive up to two transcripts or up to two verifications of their records at no cost.

Maintenance of Student Records

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the **Method Schools** that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records and inactive are maintained at Method Schools Headquarters.

Per state and federal law, Method Schools maintains the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). Method Schools also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that Method Schools has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three

years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

Method Schools will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, Method Schools will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures that such records will not be available to possible public inspection in the process of destruction.

The registrar has been designated as the custodian of records at each school site. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Method Schools has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Method Schools will

directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Method Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. Method Schools will make this notification to parents at the beginning of the school year if Method Schools has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint by completing the PPRA Complaint Form and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Technology

Electronic Listening & Recording Devices

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal given to promote an educational purpose is prohibited. It disrupts and impairs the teaching process and discipline schools. Any person, other than a student, who willfully violates this section is guilty of a misdemeanor. Any student violating this section will be subject to appropriate disciplinary action.

Internet Safety

An emerging national concern is the inappropriate use of the Internet by students. Across the nation, schools continue to see an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking websites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation. The popularity of these websites has grown.

Unfortunately, some students use the sites to participate in online bullying or to threaten harm to other students. The “cyber bullies” use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of schools, there have been instances of adults, who are child predators and con artists, posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students’ home or school addresses, thereby becoming easy targets for predators.

Method Schools will ensure that all computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. To reinforce these measures, rules and procedures are designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These websites are public domain, and anything posted there can be seen by anyone who has Internet access.

Although most of what is written is not immoral, offensive, or illegal, some of it is. Parents may choose to investigate a site by personally logging onto the site. The services are free, and users may register and join the site by using an email address. Once registered, parents can search by name and email address to see if their child is registered. Search results may be narrowed by entering the name of the city. Parents will then be able to view the kinds of personal information, messages, diaries, and photographs that students post on the site.

Parents should be aware that most social media platforms are required to disclose all cyberbullying reporting procedures in the social media platform's terms of service. They must also have a mechanism within its internet-based service to allow an individual, whether or not that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service.

Parents are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet. For additional Internet safety tips and advice, visit any of the following websites:

- Common Sense Media – https://www.commonsensemedia.org
- Connect Safely – https://www.connectsafely.org/
- National Center for Missing & Exploited Children – https://www.netsmartz.org/
- Net Cetera – https://www.consumer.ftc.gov/features/feature-0002-parents
- Web Wise Kids – http://www.webwisekids.org

Method Schools will continue to provide Internet security within its schools. It is important that parents also monitor Internet use at home.

Use of District Technology

See Technology Use Agreement.

Use of Mobile Communication Devices

The use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. In fact, there is growing evidence that unrestricted use of smartphones by students during the school day interferes with the educational mission of the schools, lowers student performance, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

Although students cannot be prohibited from possessing or using a mobile communication device under any of the circumstances listed below, Method Schools has adopted a policy in restricting the possession and use of smartphones at school and while under the supervision of school personnel.

- Unless explicitly addressed in a comprehensive school safety plan, in the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's individualized education program or Section 504 plan

Additionally, smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person. When used in an unauthorized manner, the device may be confiscated and/or searched according to law and policy, and the student may be subject to discipline. A student may also be subject to discipline for use of a mobile communication device off school grounds if it poses a threat or danger to the safety of students, staff, or **Method Schools'** property or substantially disrupts school activities.

Method Schools is not responsible for the loss, theft, or damage of a student's mobile communication device which is brought onto school grounds or to a school activity.