

JOURNEY SCHOOL

2009-2010

SCHOOL HANDBOOK

JOURNEY
SCHOOL
A Public Charter School



Where education is
a journey, not a race

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ADMINISTRATIVE WELCOME!

The first and most important educators of children are their parents. Journey School honors this and intends to create powerful school-family partnerships in 2009-10. After all, it was nearly 10 years ago that a team of committed parents and educators launched Journey School on Valentine's Day—a true act of love and dedication on behalf of the children and families of southern California. This year is dedicated to the realization of this initial impulse to create a thriving Waldorf-inspired public charter school for all children. We look forward to striving towards success, together.

Onwards and Upwards!

Shaheer Faltas
Journey School Administrator, September 2009

JOURNEY SCHOOL PARENT-STUDENT-SCHOOL COMPACT, 2009-10

INTRODUCTION

Over thirty years of educational research shows that meaningful school-family partnerships improve student achievement and enhance the overall development of children in profound ways (Marzano, *What Works in Schools*, 2003). Simply put, students need their families to take an active role in their education if they are to reach their highest potential. This truth rings especially loud at Journey, a charter school of *choice* that is governed at the local level. We depend upon strong family involvement and partnerships in many ways—ranging from volunteerism to school governance to fundraising. Also, our unique Waldorf-inspired educational philosophy requires significant support and alignment from the home-front.

In the interests of fulfilling our mission and actuating the potential of each child, the following Parent-Student-School Compact has been developed. Please read it completely, with your child and sign to indicate your commitment. Students in 7th and 8th grades should also sign. Parents should sign for younger children once they have explained school expectations in age-appropriate ways. Similarly, all school personnel will commit to this same set of agreement.

SCHOOL PURPOSE, MISSION AND CORE VALUES¹

Purpose: The purpose of Journey School is to provide the families of southern California the option of a unique pedagogically strong, Waldorf-inspired public school education for their children.

Mission: Journey School is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capacities of each student, by presenting core academic subjects artistically. Journey School will enable each student to read, write, speak, and calculate with clarity and precision. Furthermore, students will have the ability to think imaginatively, creatively and become competent, life-long learners.

Core-Values: Journey School embraces *public Waldorf-inspired education* because of the following values:

Why Waldorf-inspired Education?	Why the Public Sphere?
Developmentally appropriate and child-centered Rigorous Holistic and performance-based Imaginative and art-based Celebratory, soul-nourishing, and joyful Community enhancing Supportive of self-reliance, hard-work, and responsibility Encouraging of healthy and environmentally sound nutritional habits and living Conducive to ethical decision-making, sharing, & generosity	Accountable Diverse Accessible Transparent Transformative

¹ from the July Interdependence Retreat, 2009

PARENT-SCHOOL-STUDENT COMPACT

SCHOOL RESPONSIBILITIES

1. To provide a safe, nurturing, drug-free learning environment, with classroom communities that are well-furnished with high-quality materials.
2. To provide an excellent team of educators committed to Journey's mission as stated in the Journey School charter, including:
 - Waldorf-inspired philosophy and methodology, appropriate to the age level they are teaching
 - The ability to implement its core principles
 - To model peaceful, proactive behavior
3. To partner with parents, understanding they are their child's first and most important teachers. To do this as effectively as possible, school staff will:
 - Appreciate the uniqueness of each child and family
 - Respect the cultural and personal differences of all community members
 - Facilitate effective communication with parents (using 13 Habits of Trust Leaders)
 - Solicit solutions with parents and students to the greatest extent possible
 - Solicit needed and appropriate parent involvement in school and classrooms
 - Provide continuing parent and staff development opportunities
4. To always strive for excellence and self-improvement.

STUDENT RESPONSIBILITIES

5. To attend school regularly and be on time.
6. To come to school prepared with homework and necessary personal supplies.
7. To follow the school's guidelines on behavior, dress, etc. as laid out in the School Handbook.
8. To come to school well-rested, having eaten a nutritious breakfast, and ready to focus on learning.
9. To accept responsibility for my own actions.
10. To respect cultural and personal differences of others.
11. To respect and care for myself, other living things, and the environment.
12. To resolve problems in peaceful ways.
13. To try hard with a good attitude every day in school.
14. To respect my teacher and all adults on campus.
15. To respect my fellow students at Journey School and abide by the Code of Conduct.

PARENT RESPONSIBILITIES

1. To assure my child attends school regularly;
2. To assure my child arrives at school calm and ready to learn by:
 - Having had an adequate night's sleep and eaten a nourishing breakfast
 - Having very limited or no access to media during the school week (except for age-appropriate middle school assignments)
 - Ensuring a nutritious lunch and snack
 - Bringing all required and completed homework (including Thursday envelopes)
 - Wearing appropriate clothing (see dress code)
 - Establishing healthy rhythms and habits at home
 - Delivering students to school before the school day begins
 - Picking students up immediately after the school day ends
3. To follow the policies set forth in the School Handbook and to support the school staff and administration as they serve all Journey students.
4. To learn about my child's education by attending family participation or education events, parent- teacher conferences and community functions, and by studying more about Journey's vision for learning and teaching.
5. To support my child's learning by communicating regularly with school staff (using 13 Habits of High-Trust Leaders), and by supporting my child in positive ways to complete all homework assignments.

6. To follow the school's communication and conflict resolution guidelines, including working pro-actively with the staff and/or with my child when there are problems; to question rather than criticize; to refrain from gossip; to model respect for all; to help my child resolve conflicts in peaceful ways; and, to support the school's mission, philosophy, and core values even if it means compromising personal opinions or desires at times.
7. To volunteer in an area of school need, with a minimum of 5 hours per month on average, and to provide other support to the school as appropriate.

ACKNOWLEDGEMENT

The signatures below indicate that we have read and agree to the Journey School Parent-Student-School Compact.

Parent Name(s) (please print): _____

Student Name(s)/Grade(s) (please print): _____
Grade

Grade

 Parent signature(s) Date

 Student signature (grades 6 and up) Date

 School Administrator signature Date

Additional Student(s) signature(s): Date

NOTE: Only students in grade 6 or above should sign this document. For younger students, parents should sign for them as evidence that the family has discussed our school rules and expectations in age-appropriate ways.

Please sign and return this compact to the school. Retain a copy for your records.

PRACTICAL INFORMATION

For additional explanation see section concerning Policies and Procedures.

SCHOOL HOURS

Kindergarten 8:30 a.m. – 12:30 p.m.
Grades Regular Days are 8:30 a.m.-3:05 p.m.
Minimum Days are 8:30 a.m.-12:35 p.m.

DROP-OFF

School begins at 8:30AM promptly. Please bring your child to school no earlier than 8:15 as that is when supervision begins. Kindergarten students should be accompanied to the kindergarten by a parent or guardian each day. Please do everything in your power to help your child arrive to school in a calm and positive frame of mind.

LATE ARRIVAL

If your student arrives after 8:30 a.m., a parent (or other adult bringing the child) is required to walk the student to the office to sign-in. Main Lesson begins promptly at 8:30, and the beginning of this part of the instructional day is vital time. We don't want any student to miss out on these important activities, nor can we allow important instructional time to be interrupted. Thank you for fully embracing this responsibility.

PICK-UP

School dismissal is at 3:05 p.m. Please be timely in picking up your child. If you anticipate being late it is important that you call the office so that we may notify your child's teacher prior to dismissal.

2009-10 SCHOOL CALENDAR

Please visit www.journeyschool.net to access a current version of Journey School's coordinated master calendar.

OFFICIAL SCHOOL HOLIDAYS

First day of school: September 8, 2009
Veteran's Day Holiday: November 11, 2009
Thanksgiving Week Holiday: November 23-27, 2009
Winter Break: December 21, 2009 through January 1, 2010
Martin Luther King Holiday: January 18, 2010
February Break: February 15-19, 2010
Spring Break: April 5-9, 2010
Memorial Day Holiday: May 31, 2010
Last day of school for Kindergarten: June 17, 2010
Last day of school for Grades 1 to 8: June 24, 2010

MINIMUM DAYS:

All Wednesdays are minimum days for Grades 1 to 8 to promote effective staff collaboration. The following days before the school breaks are also minimum days:

December 18, 2009
February 12, 2010
April 2, 2010

The last day of school, June 24, 2010, is a minimum day.

HISTORY OF JOURNEY SCHOOL

“Childhood is a journey, not a race. Learning should be the same”

– Karen Ray

The idea for Journey School was conceived in 1998 by a group of committed parents in South Orange County, who believed they could offer a distinct educational public alternative in Orange County by using teaching methods inspired by Rudolf Steiner. The school system known as Waldorf education (the fastest growing independent school movement in the world) has been guided by a philosophy stating that the development of a child's critical thinking requires an active and creative imagination. Similarly, in the Journey School classroom, teachers masterfully blend academic and artistic disciplines so that the whole child is involved in every aspect of learning. This integration of the mind, body and heart allows each child to reach his full potential while preserving the natural joy of learning and developing a life-long love for it.

On February 14, 2000, Capistrano Unified School District (CUSD) approved Journey School's Charter, making it the first public charter school in the district. It is Orange County's fifth charter school and its first community-initiated charter. Journey School opened in September 2000 with two kindergarten classes and one class each of grades one through three. Journey School's Charter was renewed by CUSD on May 23, 2005 for an additional five years. Journey's Charter underwent a material revision in November 2005 adding grades seven and eight. Journey School currently serves kindergarten through grade eight, with a total student enrollment of approximately 260

Since its inception in 2000, Journey has leased its site from CUSD, having made its home on four different campuses in San Juan Capistrano, San Clemente and Aliso Viejo. Journey currently leases space from Capistrano Unified School District at the former Foxborough Elementary site. As a standard practice, the school is in the process of renewing its charter and is also developing a long-range strategic plan. This plan will include a long-term vision for facilities.

WHAT IS A CHARTER SCHOOL?

A charter school is a public school that is freed up from most laws and regulations governing traditional public schools in exchange for a performance-based accountability contract. This contract is the school's charter. Charter schools must be authorized by a school district or other recognized sponsoring entity. Charter schools, like all public schools, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. Waldorf education, and its anthroposophical roots, has been deemed by the courts to be spiritual versus religious in nature, and therefore this type of pedagogy is not considered sectarian, and is allowable for a public school.

The Charter Schools Act of 1992 and subsequent amendments were enacted to provide opportunities for students, teachers, parents, and community members to establish and maintain nonsectarian public schools that operate independently from the existing school district structure. Charter schools are publicly funded and are accountable to their sponsoring district, the state Department of Education, and the taxpayers of California.

IMPORTANT ASPECTS OF JOURNEY SCHOOL

PHILOSOPHY

“We shouldn’t ask: what does a person need to know or be able to do in order to fit into the existing social order? Instead we should ask: what lives in each human being and what can be developed in him or her? Only then, will it be possible to direct the new qualities of each emerging generation... The society will become what young people, as whole human beings, make out of the existing social conditions. The new generation should not just be made to be what the present society wants it to become.”

– Rudolf Steiner

At Journey School the teachers are committed to educating the whole child and endeavor to foster the unfolding of each child’s full potential. They use pedagogical methods that nurture and inspire creativity, critical thinking, and motivated learning inspired by Austrian educator Dr. Rudolf Steiner. His methodology has come to be known in the private school sector as the Waldorf method, named after the first Waldorf School in Stuttgart, Germany. Similarly, the Journey curriculum places equal emphasis on a solid academic foundation, artistic expression, social development, and attention to the inner life of the child. An integrated thematic approach to learning emphasizes a child’s relationship to the natural world while promoting respect for the environment and humankind. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The children experience wonder, reverence, and enthusiasm for learning throughout their years at Journey School, and as a result, emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives. The primary goal of Journey School is to nurture the whole child with the objective of enabling students to become self-motivated, competent, life-long learners. Our graduates will move forward on their lifelong journey equipped with an enthusiasm for learning and the courage to meet life’s challenges.

In order to foster a close and profound relationship with each child, the class teacher ideally leads the same group of children from grade one through eight. Other skilled professionals also teach the students some of the specialty subjects. Based on a pedagogical model of the developing child, each grade has specific areas of study suited for that developmental age. Within this framework, the teachers present the subject matter integrating Dr. Steiner’s methods with other educational practices tailored to the learning needs of each child.

Journey School is based upon:

- A developmental approach
- A hands-on, creative, Steiner-inspired educational program
- A classical and innovative curriculum
- A strong sense of community
- A high degree of parent participation
- A close, long-term relationship with teachers
- A cooperative learning experience
- A strong focus on respect, responsibility and compassion

Please be sure to investigate our curriculum and instructional methods thoroughly so you know exactly what Journey School stands for and believes. The last thing we want is for you or your family to be disappointed as a result of unclear expectations. For this reason, Journey School will offer an array of parent development workshops and other learning opportunities throughout the school year (visit our website for further information, www.journeyschool.net).

JOURNEY SCHOOL EDUCATIONAL PROGRAM

“The need for imagination, a sense of truth and a feeling of responsibility – these are the three forces which are the very nerve of education.”

– Rudolf Steiner

Journey School’s core curriculum includes the state standards; however, there are differences in the scope and sequence in which they are presented. For example, under the state standards, explicit reading instruction begins in kindergarten. Journey School’s kindergarten language arts curriculum focuses on listening and memory skills of pre-reading with the teacher using oral storytelling. In first grade the students copy letters, words and sentences into their main lesson books. The teacher creates samples from stories that s/he tells as part of the curriculum. The reading experience then begins with the students reading their own writing. The curriculum introduces literature books as well and raises phonetic awareness while also building important vocabulary and background knowledge. Journey School’s educational methods are designed to provide a meaningful context within which learning can occur. The following examples illustrate this concept.

The academic curriculum is integrated with poetry recitation, drama, painting, music, sculpting, and drawing. This model of education through the arts awakens imagination and creativity bringing vitality and wholeness to learning, as well as building a strong foundation for the abstract thinking and intellectual challenges that are gradually and appropriately introduced throughout the grades.

The class teacher has the opportunity to teach the same children through the grades. This provides the child with a feeling of camaraderie and commitment and affords the teacher the opportunity to work closely with the children and their families. This model offers accelerated learning, stability, and continuing guidance to each child.

Textbooks are not typically used in the elementary grades. The teacher presents creative lessons from his or her own research, and the children make their individual main lesson books for each subject, recording and illustrating the substance of the lessons. These student-generated main lesson books are an important record of learning and allow the arts to be integrated into every subject.

Multicultural content is woven throughout the curriculum by means of biography, storytelling, history, crafts, art, music, the practice of seasonal celebrations, and through foreign language.

Reading and writing are learned in the same way as they originated in the course of human history. First graders hear stories, draw pictures about a detail of the stories, and discover letters in the gesture of these pictures. Phonics, whole language and spelling instruction are accompanied by the use of songs, poetry, eurhythmy and games that help to establish a joyful experience of language. Through the grades, reading texts are taken from the classical humanities curriculum.

The Humanities curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today’s world. Children learn about several religions and cultures from a historical perspective. In grade one, fairy tales are taught, in grade two fables and stories of extraordinary individuals, in grade three stories from the ancient Hebrew people, in grade four Norse Mythology, and in grade five the ancient cultures of India, Egypt, Persia, Mesopotamia and Greece. In the sixth through eighth grades, the students journey from Greece and Rome to medieval history, from the Renaissance to the Reformation, and from the Age of Exploration to the present day. With this exposure through cultures’ legends and literature, the children gain flexibility and an appreciation for the diversity of humankind.

Each school day begins with the “Main Lesson”, a two-hour period in which the core curriculum is presented. Presenting core academic subjects in the “Main Lesson” block allows the students to have adequate time to follow through with all work projects, thus promoting in-depth, long term learning.

The main lesson subject is taught in three to four week blocks. A number of blocks are continued later in the term.

After Main Lesson the children are engaged in Mathematics and English-Language Arts practice periods as well as special subject classes. Handwork (knitting, crocheting, sewing, and woodworking), music, foreign language, games, eurhythmy, watercolor painting, performing arts, modeling, and/ or form drawing are courses traditionally offered.

Music is an integral part of the curriculum. Beginning in first grade, children are taught to play a musical instrument, usually the pentatonic flute. Strings are typically introduced in third grade and other instruments, including the recorder and violin, are usually optional in later grades. Daily singing begins in Kindergarten and continues through the grades.

A foreign language is taught, giving the children an experience of another culture. The students learn songs, games, and poems in the early grades and then the program expands into conversing, reading, writing and grammar. In 2009-10, the faculty will bring Spanish to our students.

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, calls upon the children to observe, ponder, discuss, and write up their observations. The students are then drawn to their own conclusions. Through this process, rigorous independent thinking and sound judgment are trained. Zoology, botany, chemistry, physics, astronomy and physiology are examples of science blocks presented in the upper grades.

Practical work such as crafts and handwork are integral parts of the required curriculum from Kindergarten through the eighth grade. Research confirms that optimal brain development is founded on refined motor development. Learning to knit and crochet in the early grades develops the motor skills that enhance intellectual development, coordination, patience, perseverance, and imagination. Activities like woodworking, house building, and gardening are included in the curriculum to give the children an understanding of and respect for how things work in the world. In addition, these subjects support practical applications of Math.

A reverence and sense of guardianship for the earth and all her inhabitants are nurtured through seasonal festivals, classroom activities, gardening, recycling, and field trips. The teachers strive to awaken the children's senses to the wonder of the natural world around them.

PARENT INVOLVEMENT

To sustain the high quality educational experience, it is necessary for each family to contribute to our school community. There are a number of ways to be involved in the life of the school.

Support through Volunteering

Both in-school and out-of-school time is needed. Activities which require parents' help include: making/prepping crafts, special classroom cleaning, doing laundry, bringing flowers or food, sewing and making costumes, prepping classroom materials, chaperoning outdoor education trips, assisting in specialty classes such as foreign language or art and others. Playground, garden and site beautification are important tasks affecting the quality of classroom life and in need of parent support. Participation in class projects, phone tree communication, and parent education events also offer opportunities to work with and interact with other Journey School families.

Parent participation is also needed on the Journey School Council and Parent Cabinet and on various committees as diverse as Festivals, Fundraising, Marketing, Grant Writing, and Facilities Planning. These committees are important for carrying out day-to-day operations of the school outside the classroom and for conducting the long-range planning and work that will secure the success of our school.

Commitment to Educational Program and to Parent Education

Parents who embrace and support the school's educational philosophy at home enhance the student's experience. Providing open-ended toys and tasks that allow your child to explore, build, create and imagine, creating daily and weekly rhythms for your child at home, and sharing meals as a family are several important ways that parents can enhance their child's educational experience at Journey School.

Parent education seminars, which allow parents to learn more about Journey School and parenting, are held throughout the year. These may occur as part of community meetings, class meetings or other special functions. Parents are strongly encouraged to attend as many seminars as possible. Local Waldorf conferences are another opportunity for parents to learn more about Journey School's educational philosophy. Please refer to the Journey School website for specific events and dates.

Support the School's Media Expectation

Our philosophy includes a commitment to understanding and nurturing each child's unique inner development. For reasons thoroughly defined in the Media section of this handbook, we believe that significantly reducing or eliminating children's television viewing will further enhance their ability to fully develop. We request that our families significantly reduce or eliminate the use of media (television, videos, video games, computer games, i-pods, CD players, movies, etc.) for their children. We ask for complete elimination of electronic media during the school week, from Sunday late afternoon to Friday after school, for grades K-5. In recognition of the maturing capacities and needs of the 12 to 14 year-olds, we encourage and will support parents to dialogue with their children in grades 6 to 8 about the appropriate use of electronic media. We support the use of appropriate technologies for study aides, word processing, and research for grades 7 and 8 as determined by their teachers. We also support the use of technologies for students who need such accommodations as determined by the student's teachers, in conjunction with parents.

Support the Snack and Lunch Guidelines

Nurturing our bodies as well as our minds and spirits is important at Journey School. Meals and snacks eaten at school provide additional opportunities to acknowledge our appreciation for the natural world. For example, snacks prepared in the Kindergarten offer wholesome ingredients and encourage reverence for healthy bodies and a healthy earth. Families are encouraged to support this philosophy at home by following these guidelines:

Send snacks, lunches, and celebration treats to school that use wholesome ingredients fruits and vegetables (organic if possible), and as little sugar as possible. Gum, candy, soda, juices, other drinks, as well as other unhealthy foods are not allowed.

Pack only water for your child to drink at school. Drinking fountains and purified water are also available at school.

The avoidance of commercialism and excessive food packaging is another aspect of our commitment to environmental consciousness. Please try to send snacks and lunches in reusable containers with reusable utensils. Lunch baskets or boxes should also be void of media/commercial images. We request cloth napkins.

Support Ecological Awareness

The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked in our children will serve to promote a desire for wholesome living, and the development of ecological awareness.

VOLUNTEER STRUCTURE

Parents who have chosen Journey School for their children have chosen to commit to and become involved in their children's education. Each Journey School family is required to give an average of 5 hours per month or 50 hours over the course of the school year in volunteer service. Many families joyously give well over 100 hours per year to make Journey School available to children and the community at large. Possible volunteer activities include, but are not limited to:

- Playground supervision before and after school and during recess
- Assisting in the classroom or the school office
- Site maintenance and beautification
- Hospitality (welcoming new families, organizing food or hosting a visiting teacher)
- Service as a "class parent" or a "class representative"
- Serving on a school Committee or Council
- Serve as a parent member of the Social Inclusion Coordinating Committee
- Support the class teachers with preparation tasks
- Clerical or research tasks that can be done from home

We recognize that volunteer time requirements can be challenging to manage, however, without the past parent volunteers, Journey School would not exist today. Our charter school emphasizes service and children benefit from experiencing their parents' community service. The Parent Cabinet, the Volunteer Coordinator(s), along with the Administrative staff, will work with each family to ensure the smooth fulfillment of responsibilities. The intention is to focus on the joy of service while recognizing that Journey School truly needs and appreciates the active support and gifts of its volunteers.

Journey School reserves the right to obtain criminal background checks on volunteers who work directly with children. For more information on this, contact the school office.

MEDIA

The philosophy of Journey School is based upon an understanding of the developing child. While television and other media can serve as a source of information and entertainment for adults, children do not operate in the same developmental stage as adults. Recent research has shown that exposure to media entertainment for young children may have a detrimental effect upon their self-image, their ability to concentrate and develop attention span, their relationship skills, values, reading skills, physical skills, energy levels, psychological health, creativity and social behavior.

Because we believe that the impact of the electronic media can have detrimental effects on a child's healthy growth and development, we encourage families to incorporate our media free philosophy into their children's daily lives. To that end, we expect that our families significantly reduce or eliminate the use of media (television, videos, video games, computer games, i-pods, CD players, movies, etc.) for their children. We ask for complete elimination of electronic media during the school week, from Sunday evening to Friday after school, for grades K-5. We realize that limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, families may find that more free time means more creative and quality time together.

Concerns about the effects of television have centered almost exclusively on the content of the programs children watch. Many might argue that watching a nature program is educational and good for the child. However, as Marie Winn states in her book, *The Plug - In Drug*, "It is easy to overlook a deceptively simple fact: one is always *watching television* when one is watching television rather than having any other experience." Winn goes on to say that certain specific physiological mechanisms of the eyes, ears, and brain respond to the stimuli emanating from the screen regardless of the cognitive content of the programs. Television viewing requires the taking in of particular sensory material in a particular way no matter what the material might be. The sedentary mode of watching television does not match the active internal experience that occurs in response to what is being viewed. For example, one would not jump out of the way of an oncoming car that is on the screen, yet one may feel the anxiety, fear, and panic of the situation being viewed. There is, indeed, no other experience

in a child's life that permits quite so much intake while demanding so little output as watching television.

In order to function in a society which relies upon mastery of the spoken and written word, a child must acquire fundamental skills in oral and written communication. Frequent use of electronic media can be counterproductive to the development of brain functions needed to master skills such as reading, writing, arithmetic, and language development. It can also work against the natural development of analytical thinking. Joseph Chilton Pearce, Ph.D., an internationally renowned educator, author and lecturer, states that the child's first seven years are devoted to development of the symbolic, metaphoric language structure in the mid-brain and that all future cognitive development rests on the integrated functioning of the right and left sides of the brain. Television viewing disrupts this development and can cause a child to be easily distracted and bored. Reading, writing, speaking, and reasoning are functions of the left side of the brain. This is the part of the brain that orders data and analyzes what it perceives. The right side of the brain perceives the world as a whole and does not code and decode as does the left side. Television viewing engages the right side of the brain, and as a child is inundated with the short sequences and the accelerated pace found in any television program, the ability to use the symbolic analytical-thinking brain functions may be diminished.

Real multi-sensory experiences are the seeds of imagination and creativity. It is important that your child be able to absorb the curriculum of the day – without electronic interference – in order to integrate and process it during sleeping hours. This is how learning becomes an integral part of life. Allowing your child to attend to the tasks of growing and learning without the stimulation of electronic media will enhance their ability to focus and become immersed in the day's curriculum.

We encourage you to speak with staff or other parents in the school for suggestions, support and resources that you might find helpful on this subject.

“Joy and happiness in living, a love of all existence, a power and energy for work – such are among the lifelong results of a right cultivation of the feeling for beauty and art.”
– Rudolf Steiner

AESTHETICS AND THE SCHOOL ENVIRONMENT

Children live in rhythm and beauty and so thrive in aesthetically pleasing environments, both in the classroom and out of doors. We strive to create and maintain a unique and creative environment that expresses appreciation for ethnic and cultural diversity. Classroom motifs change throughout the school year to reflect seasonal and curricular themes.

The upper grade classrooms richly reflect the ongoing cultural, historical and academic themes of the curriculum. The lower grade classrooms have a nurturing and magical ambience which supports the younger children's transition from home to school. Pastel colors, softened lighting and play spaces that integrate folklore and the natural elements of the season are used to accomplish this. In Kindergarten the smell of freshly prepared food for snack time and singing voices for gentle guidance allow the children to experience their environment with all of their senses.

Journey School is committed to using natural and high-quality products in every area of the school. The use of natural products supports and enhances the children's inner connection with and their responsibility as caretakers of the Earth.

STUDENT ASSESSMENT

Measurable Student Outcomes

The exit outcomes for Journey School graduates are designed to reflect the school's emphasis on educating the whole child. Exit outcomes are also developed for a successful transition into a ninth grade program. Outcomes related to the intellectual, physical and social/ emotional capacity of the student are detailed thoroughly in the Charter document and the school's Strategic Plan. Multiple assessment methods are used to accurately determine if students are meeting the school's stated performance standards and their own individual potential.

Regular comprehensive assessments will be completed for children of all grades and uniformly sent home to parents on designated dates. Each student's academic performance, social and emotional development, and progress in the artistic realm will be addressed in these specific and timely progress reports. In addition, these complementary assessments are in place as well:

- Parent Conferences for all students take place at least once a year, or more if requested by the parents, teachers or students.
- Comprehensive student main lesson books and portfolios include student work samples, practice papers, written work, reports, artwork, etc.
- Oral recitations, presentations, reports, performances or demonstrations occur regularly beginning in first grade, by both individuals and groups.
- A public Open House is held for all grades once a year, during which student work is exhibited.
- Letter grades for academic content (based on tests, written or oral reports, etc.) will be reserved for students at the middle school level when deemed appropriate by the Faculty.

Standardized Testing

Journey participates in the state mandated standardized testing for public schools known as STAR. This currently consists of the California Standards Tests (CSTs) and the Writing Test for 4th and 7th grade students. The State of California uses scores from these tests to compute the school's Academic Performance Index (API) and the federally required Annual Yearly Progress (AYP) under the No Child Left Behind Act (NCLB).

Journey School will attain its API growth target by following the school's unique curriculum, designed to include the state's standards. By completion of the Journey School students will perform at a level that meets the state's standards. Journey School recognizes that differences in the educational program and curriculum sequence may be reflected in variations in scores in specific areas of the state standardized test in the early grades. As students progress towards the exit outcomes, these variations will diminish.

Under NCLB, Journey School is responsible for annually increasing the number of students proficient in English Language Arts and Mathematics. In addition, in order to achieve AYP, a minimum of 95% of Journey students in each class must participate in the standardized tests. In 2008-09 100% of Journey School students participated in the exam and their efforts paid off as the school gained 102 API points. Journey School needs all parents and guardians to support their children participation in the state testing to maintain Journey's charter status. If you have questions regarding this please speak with the School Administrator..

ORGANIZATIONAL STRUCTURE

Governance

Journey School is organized and operated as a California non-profit public benefit corporation and is legally and operationally independent from its sponsor, Capistrano Unified School District. Journey School is a 501(c) (3) organization. The governance structure is composed of the Journey School Council, the Administrative Team, the Faculty, and the Parent Cabinet. These four interactive groups

are all responsible for upholding the mission and vision of Journey School. This allows for close collaboration and the sharing of a variety of perspectives so that consensus can be built and solutions can reflect the school community as a whole.

The School Council is responsible for the legal and financial stability of the school. It specifically oversees charter compliance, the school budget and policies, and the school site. Ideally, the composition of the Council reflects a balance of parents, educators and community members who reflect a diversity of expertise and experience. The school is always interested in finding experienced members from the community at large to serve on the Council. The Council includes at least one representative from the parent body at large chosen by the Parent Cabinet and at least one representative from the Faculty as chosen by the Faculty. Capistrano Unified School District may appoint a representative to the Journey School Council.

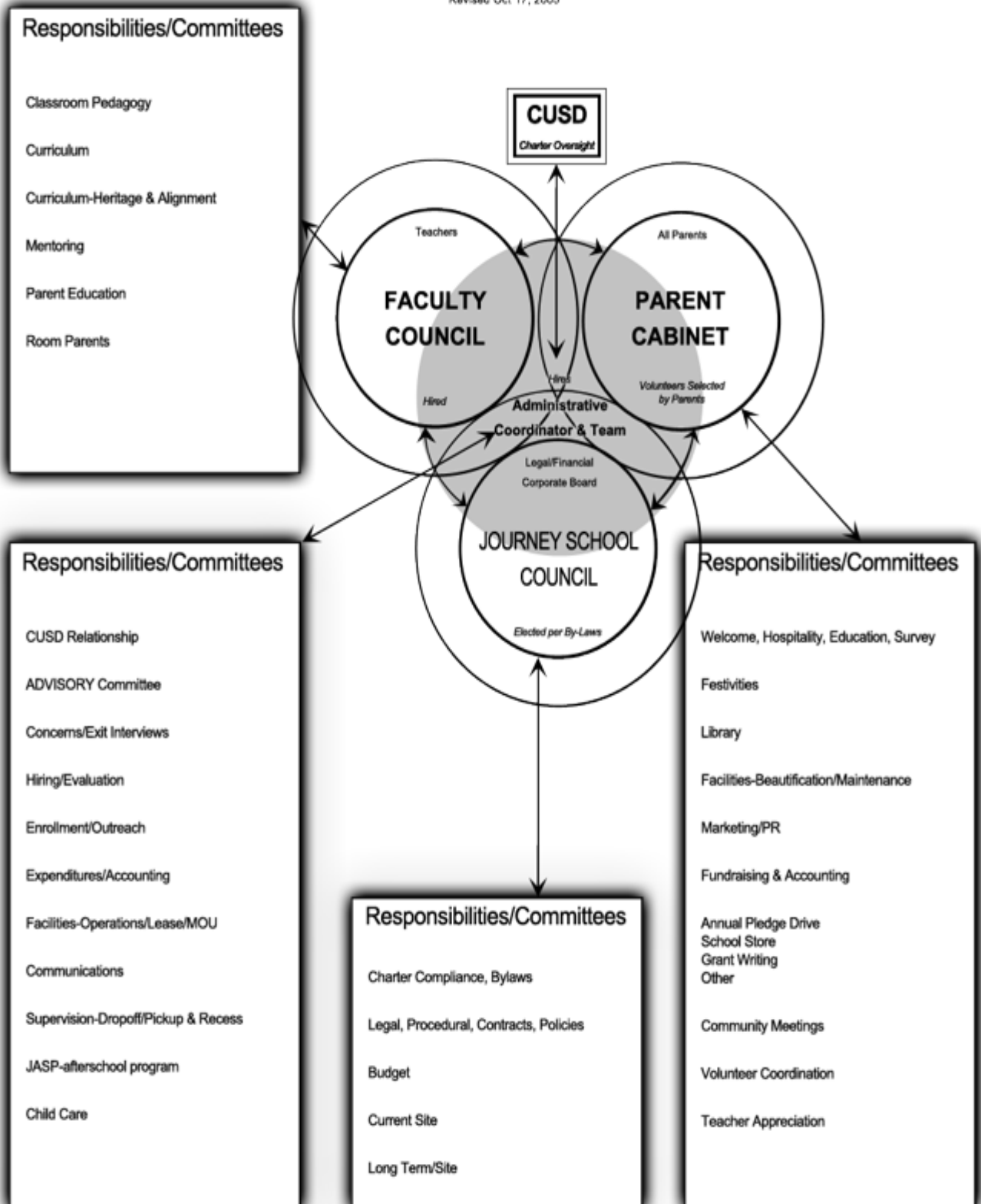
The Administrative Team follows a collaborative leadership model and currently includes the School Administrator, the Administrative Assistant, the School Business Manager, and other designated staff. The School Administrator is responsible for the support of the educational program, providing oversight and leadership to the school faculty as a whole and carrying out the educational policies and procedures of the school. The Administrator serves as the liaison between Journey School and CUSD, as well as oversees the day to day operations of the school and school policies and procedures.

The Faculty, which is comprised of all teachers, is responsible for overseeing the implementation of the curriculum, mentoring and parent education. The Faculty selects a Faculty Chair.

The Parent Cabinet promotes and supports the school's educational programs, conducts fundraising efforts and coordinates volunteers for festivals and events. All parents are considered part of Parent Cabinet and are encouraged to participate at all PC meetings. A Class Representative for each class is chosen each year by the parents or guardians, in collaboration with their class teacher. The Class Representative attends the Parent Cabinet meetings, as well as any other members of the school community and Committee Chairpersons who wish to attend. The Class Representatives select a Chair, Secretary and Treasurer for the Parent Cabinet. Please see the organizational chart for additional details.

JOURNEY SCHOOL

Operations
Revised Oct 17, 2005



Council Meetings

Council Meetings are held at least once each month. Regular meetings are announced in advance, and written agendas are posted outside of the office 72 hours prior to the meeting. Special meetings may be called when needed, and will have at least 24 hours public notice. Legal and financial matters are discussed and voted on when needed. Important issues are brought up and there are opportunities for members of the community to voice concerns, questions, make statements, etc. For dates and information please ask the office or check the school's master calendar. You are invited to any council meeting.

SCHOOL INFORMATION

Festivals and Celebrations

Celebrating seasonal festivals at Journey School is a way of observing the recurring rhythms and cycles in nature; as the earth makes its way around the sun, the solstices and equinoxes become the four cornerstones of the year's rhythm. Sharing in the school's festival life is deeply nourishing to our individual inner lives and contributes to the integration and stability of the entire community.

As we return to school each year, the days begin to grow shorter and darker. During this contracted time much in nature appears to die. Yet it is during this time that the inner life of humankind is nourished and strengthened. During the fall, we celebrate the Harvest Festival and the Lantern Walk. As the holiday season approaches the children create treasures for other children to purchase as holiday gifts for loved ones in the magical and fanciful Fairie Market. With the New Year comes a gradual transition of winter to spring. The spring equinox marks this transitional renewal. We celebrate May Day in honor of nature's renewed growth and energy.

Journey School has a special tradition in our celebration of Halloween. Children should wear costumes that correspond with their course of study for that year. Weapons and scary costumes are not permitted.

Community Meetings

Community parent meetings are held throughout the year. These meetings are a venue to address topics of interest and hold discussions so that everyone including staff, parents and community members have input on the life of the school. They strengthen our school community and our understanding of Journey School's educational program. Parents are expected to attend at least two meetings a year. Please look for the announcements in the school newsletter and/or master calendar. In addition, all parents are encouraged and expected to attend each class meeting led by your child's teacher.

Enrollment Guidelines

As a public charter school, Journey School is open to any child residing in the state of California. We give enrollment preference to continuing students, siblings of currently enrolled students, children of full-time staff, and students residing in Capistrano Unified School District (CUSD). No student will be denied admission to Journey School based on race, ethnicity, national origin, gender or disability. If the number of eligible candidates exceeds the school's capacity, a public random drawing will be held.

Prior to admission, the family must submit an application and participate in an interview. The family will also be asked to read this handbook and acknowledge they have read the information and have made an informed choice when choosing Journey School.

For purposes of Special Education, Journey School is considered a school within CUSD. CUSD and Journey School will collaboratively develop and implement Individualized Education Programs (IEP) for Journey School students with special needs and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations.

Age requirements as per the school's charter, for children entering Journey School are:

Grade	Age Requirements
Kindergarten	Must turn 5 years old prior to December
1 st	Must turn 6 years old prior to June 1 st
2 nd	Must turn 7 years old prior to June 1 st
3 rd	Must turn 8 years old prior to June 1 st
4 th	Must turn 9 years old prior to June 1 st
5 th	Must turn 10 years old prior to June 1 st
6 th	Must turn 11 years old prior to June 1 st
7 th	Must turn 12 years old prior to June 1 st
8 th	Must turn 13 years old prior to June 1 st

Exceptions may be made to these age cutoffs only with the consent of the class teacher and school administrator, and after an enrollment placement meeting occurs.

Articulation

As a charter school, Journey is a school of choice for families. Journey School bases its curriculum on Steiner methods of instruction. For this reason, it may not be easy for a student to readily transfer between Journey School and other schools, including CUSD schools.

In particular, because of the developmental approach at Journey School, students in the primary grades will have been presented academic material in different ways than in schools using only the traditional public school curriculum. Especially prior to fourth grade, students may find it challenging to articulate from Journey to a traditional school. In the later years, students transferring into Journey School from other schools may need assistance to successfully integrate into the classroom environment and be able to participate in a variety of lessons (e.g. music, art, foreign language, crafts, etc.) offered at Journey School. Journey School's intention is to clearly communicate these issues to all families prior to enrollment. Parents are informed of the importance of staying in the Journey School program to completion. If at any time you have questions regarding articulation or transferring, please contact your child's teacher or the School Administrator.

English Language Learners (ELL)

The Home Language Survey is completed upon entry into Journey School. Those students whose primary language at home is other than English will be given the California English Language Development Test (CELDT) to determine their English fluency. If a student is identified as an English Language Learner, s/he will annually take the CELDT test until they are reclassified as fluent in English.

Special Education Students with Disabilities

Journey School complies with all applicable State and Federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act (IDEA). Journey School functions as a public school of

CUSD for purposes of providing special education and related services to students identified with special needs.

HEALTH RELATED ISSUES

Medication

Parent and doctor's permission is needed for administering prescription medication by Journey School staff or faculty. A required form (available in the front office) must be filled out in order for medications to be taken and/or administered on campus. Please supply clearly written instructions for administering the medications consistent with the label, including the time and amount of medication to administer. Please include how the medication is to be stored. Parents are responsible for keeping the medication current. The school is prohibited from administering over the counter medications (e.g. Tylenol, aspirin, cough medicines, etc.) to any student.

Allergies

After filling out pertinent allergy information on the student's Emergency Forms and school records, also please communicate with the class teacher regarding any allergies. As policy, the office will also distribute an updated list of student health conditions to all staff.

Contagious Illnesses

In the event of a contagious illness other than routine colds and flu, parents will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay home until they are determined to no longer be contagious. Children who are not vaccinated due to an exemption may be excluded from school in the event of an outbreak of one of the contagious illnesses that vaccines are required for. The school will follow health guidelines issued by the California Department of Education for potential outbreaks of flu virus. The following guidelines are recommended to parents to assist the school in minimizing outbreaks of flu:

- All individuals with an influenza-like illness or symptoms should remain home until at least 24 hours after they are free of fever without the use of fever-reducing medications (like acetaminophen or ibuprofen), and should avoid contact with others.
- Flu-like symptoms include: fever (over 100 degrees F), feverishness, cough, sore throat, runny nose, or stuffy nose. Additional symptoms may be experienced with swine flu, including body aches, feeling very tired, and sometimes vomiting or diarrhea.
- Avoid close contact with people who are sick.
- Wash hands often, with soap and hot water for at least 20 seconds (that is about as long as it takes to sing the "Happy Birthday" song twice). Alcohol-based hand sanitizers are also effective in reducing the spread of the flu.
- Cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Wash hands after blowing nose or coughing into a tissue, and dispose of tissues after use.
- Avoid touching eyes, nose, and mouth to prevent the spread of germs.

Lice Policy

Journey School's Lice Policy in its full text is available for pick-up at the office.

Accidents/Emergencies

In case of an accident or emergency requiring a physician or hospitalization, we will immediately attempt to contact a parent. If we are unable to reach you, we will contact the person listed on the child's emergency card. If immediate action is required, the school may call 911 while continuing attempts to reach the parents. (See also Emergency Release Form)

Emergency Release Form

In case of an emergency, your child will only be released to those people indicated on the Emergency Card. Proof of identification will be required. Those NOT identified on the emergency card can only pick-up the child with a written and signed note from the child's parent. Journey School may call the

parent of the child for confirmation. The Emergency Card is kept on file in the office and must be updated at the beginning of each school year and whenever a change occurs such as address or phone number changes during the school year.

FIELD TRIPS

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. The teacher will share the purpose of the trip as well as guidelines with the accompanying adults/ parents in order to ensure the safety and/ or health needs of the children.

The class teacher will arrange for field trip permission slips (including liability release forms) to be sent to the parents at least one week prior to the field trip. These need to be signed and returned one week before the event. Carpooling and other logistics will be taken care of by the Journey staff and parents. For those who are driving a copy of current driver's license and proof of auto insurance will need to be on file in the office.

CAMPUS SAFETY GUIDELINES

The safety of our students is of the highest priority. Therefore any visitor to the campus, including parents, must sign in and out in the office whether they are visiting or performing volunteer services on campus. If a parent is a substitute volunteer, the substitute must inform the office of the schedule change.

Visiting minors left on campus without their parent/ guardian must have an emergency form/ release on file in the office.

Journey School reserves the right to monitor who is on campus and to instruct visitors to leave campus.

Students may only be released to adults listed on the emergency information card, unless a signed note from the parent(s)/ guardian is present and identification is verified. (See Emergency Release Form)

Playground Rules

- Stay within the school boundaries.
- Children may be on the playground with adult supervision only
- Children may be permitted in the classrooms to retrieve something during recess time only with permission of the class teacher.
- Use quiet voices when close to the school buildings.
- Active running games are for the playground and should not be played in the classrooms or adjacent to the classrooms.
- Eat only in designated areas and while sitting on a bench or chair. Exceptions may be made for special occasions or events.
- Clean up, recycle and/or compost all garbage and keep the school tidy and orderly.
- Shoes must be worn outdoors at all times.
- Ropes may be used for jump rope only.
- No climbing in or shaking trees on school grounds.
- No running with sticks.
- No flips off swing
- Grades 4-8 may play organized sports with specific rules.
- No playing in restrooms at any time.
- No toys from home unless approved by the class teacher. Toys include skateboards, roller blades, electronic games, scooters, trading cards, action figures, printed material, etc. Sports equipment from home may be acceptable if approved by the class teacher. Journey is not responsible for any lost items that are brought from home.

Individual teachers may also have additional expectations which they will communicate to their classes. Each teacher will develop a class management system appropriate for that age level to help the children understand and integrate these guidelines and rules into their daily activities. It is important for parents, staff, and volunteers to review and reinforce these guidelines with the students.

NIGUEL CHILDREN'S CENTER AFTER SCHOOL KINDERGARDEN CARE

Journey School may facilitate the provision of limited after-care services by outside providers on a pilot-basis during the 2009-10 school year. Additionally, the Niguel Children's Center will be operating on the same site as Journey and will be providing a limited space after school program for Kindergartners only from 12:30-3:00 PM. If interested, you may contact the Niguel Children's Center directly at (949) 495-2512.

POLICIES AND PROCEDURES

JOURNEY SCHOOL HOMEWORK POLICY

Journey School is founded on a developmental approach, therefore we understand the need for young children to have the appropriate amounts of time for structured and unstructured learning experiences. We also see the need for older children to have relevant, inspiring homework that allows them to practice skills at home and improve their abilities. The schedule below reflects the growing capacities of children to learn and work with academic concepts.

Kindergarten, First Grade and Second Grade: Parents are asked to facilitate completion of the child's homework by reading to their children every day, helping their child complete at least one chore per day, and supporting their child's creative play and exploration.

Third Grade: Homework will be given to the students directly and the parents will be asked to help them complete it. This will include reading every school day (with your child either reading with you and/or to you), weekly teacher-generated math or spelling practice, and/or main lesson enrichment mini-projects that entail parent involvement. Homework will be checked by the teacher and then returned to the student with teacher comments each week.

Fourth and Fifth Grades: Homework may include teacher-generated math or spelling practice, occasional worksheets from other sources, reading assignments, and occasional main lesson enrichment projects. In addition, instrument playing practice five days a week will be added. Occasional specialty class homework (Spanish, eurhythmy, handwork, etc.) may also be given during the school week. Written homework will be checked by the teacher and returned to the student each week.

Sixth to Eighth Grades: Homework may include math, spelling and/or vocabulary practice and is typically less teacher-generated and more worksheets. In addition, reading assignments, instrument playing practice, occasional main lesson enrichment projects, main lesson book work that was not completed in class and occasional specialty class homework (Spanish, eurhythmy, handwork, etc.) will be given. Homework will be checked and completion or incompleteness will factor into the students' performance.

DRESS CODE POLICY

The objective of our school is to nurture and protect childhood. The Dress Code is established to promote the school's mission and to avoid disruptions in the classroom. The school strives to create a simple environment that is truly childhood-friendly. Please hold these thoughts in your consciousness as you and your child are making wardrobe selections.

- Dress should be conducive to the work/activities of school and should be weather appropriate.
- At school, all clothing, backpacks, lunch boxes/baskets and any other accessories must be free of media advertisements, references to drugs, alcohol, racism, sexism and or violence, slogans, cartoons, and caricatures at school.
- Any and all commercial logos should be smaller than standard shirt pocket size. Sports jerseys are not allowed at school.
- Tops and dresses with straps at least 1" wide are acceptable.
- Midriff tops and undergarments that "show" are prohibited.
- Dresses, skirts, skorts and shorts may be no shorter than mid-thigh.
- Shorts need to be worn under dresses and skirts in grades K-3 for active play.
- Jackets and sweaters should be labeled with first and last name.
- Hats are acceptable when worn outside.
- Sandals must have a heel strap and all footwear must be as flat as possible. Shoes with wheels are prohibited.

- All students in grades 1 to 8 should wear, bring daily, or keep in class a pair of closed toe, closed heel athletic or sneaker type shoes for games classes. Shoes with laces are preferred in kindergarten.
- Lipstick, make-up, tattoos (permanent and temporary) and body piercing other than ear piercing are prohibited with the following exceptions: grades 5 and up may wear nail polish and grades 7 and 8 may wear light make-up.
- Stud type earrings are allowed in all grades. Grades 7 and 8 may wear other jewelry and/or dye their hair (so long as the color is not considered an educational disruption by school officials).

Decisions regarding the appropriateness of clothing and accessories are at the discretion of the Journey School Faculty and Administration. In case your child arrives at the school dressed inappropriately, we will give you a courtesy call so that you may bring replacement clothes or the staff may loan the student appropriate attire to wear for the day. If persistent violations of the dress code occur, the Faculty and or the Administrator may take further action including, but not limited to, meeting with the parent(s) to discuss and review Dress Code Policy. We thank you for your support in protecting a safe, wholesome, and age-appropriate educational setting for our children.

ATTENDANCE

At Journey School, students are taught in carefully designed, complete units known as Main Lesson blocks which last 3-4 weeks each. Missing a portion of a block will affect full comprehension of that block as well as future lessons. When school is missed, rhythm is disrupted and missed work cannot always be completed. Regular attendance is extremely important for many additional reasons, including:

- Attendance at school is mandatory by law. Note that the school is required to keep accurate attendance records. The school office must “verify” all absences with the parent, regardless of the reason.
- Regular attendance shows a commitment by the family to the school and to the student’s education.
- Regular attendance helps to ensure each student can reach his/her full educational potential.
- Journey School depends on student attendance for funding. When a student is absent, school funding is reduced, regardless of the reason for the absence.
- As a charter school, Journey School is accountable for overall student performance. Lower student performance due to a low attendance rate can therefore affect the school as a whole.

Punctuality

If adults have a good relationship with punctuality and attendance, then our children will learn reliability and respect for others. Consistent punctuality, difficult though it is for all of us, will do more than anything else to strengthen the will of both adults and children. For this reason, Journey School maintains a consistent daily rhythm for the children. The beginning of the school day establishes the mood for the day, with activities such as movement, speech and music which bring the class together and prepare the children for work. A morning verse is said by all the students together. It is important that your child be present for these activities and it is equally important that the class not be interrupted by latecomers.

Please feel free to bring your child to school fifteen (15) minutes early to greet classmates and play before school begins officially at 8:30 a.m. Please do not bring children to school any earlier than that time since there will be no supervision available.

Absences and Tardy Policy

Journey School’s daily goal is 100% attendance with no tardies. Each day of school is part of a sequential learning process; therefore missing even one day without good cause should be avoided.

Reporting Absences to School

Parents are to notify the school office of a student’s absence as soon as possible and no later than 9:30 a.m. A message service to call in all student absences is currently being explored.

Physician, dental, counseling and other appointments should be scheduled after school hours. If unavoidable, please notify the office and have the child attend classes both before and after the scheduled appointments.

At the school's discretion a physician's statement of diagnosis may be required at any point for an absence or extended absences. Normally, a physician's statement will be requested on the third consecutive day of a student's absence or when a student's total days of absence reach seven. After ten days absence, a doctor's statement may be required each time a student is absent for the remainder of the year. A statement from a licensed medical professional documenting an absence may allow an unexcused absence to be changed to an excused absence.

If one or more of the following occurs, your child will be sent home: temperature of 100 or higher, vomiting, pain in the chest or stomach, fainting, live nits or lice found in hair, injury other than minor cuts or bruises. Please have current emergency contacts listed on your child's Emergency Forms. Please contact the school immediately if these numbers change during the year.

Definitions of Absences and Tardies

Excused Absence

Absences for the following reasons will be considered as excused absences:

- Illness that involves fever, vomiting, injuries, serious allergies, or situations when a physician recommends the students are absent from school
- Medical or dental appointments which cannot be scheduled outside the school day
- Religious Holidays
- Court ordered absences
- Other unusual circumstances when approved by the administrator and requested in advance

Unexcused Absence

Absences for the following reasons will be considered as unexcused absences:

- Minor colds and congestion where no fever is present
- Minor allergies
- "Long weekends" and vacations without prior approval
- Moving days (change of residence)
- Transportation problems
- Appointments for non-essential activities such as haircuts.

Tardy to School

Students who arrive at school after the start of the student day are considered tardy. Those who arrive after the start of the student day (8:30) are to stop by the office where they will receive a pass that will permit them into the classroom. The student's parent or guardian is to sign the appropriate list at the office indicating the reason the student is tardy. The student will give a tardy pass to the teacher and the tardy will be documented in the office.

Excused tardies are those that are verified in writing by the administrator and or his/her designee.

Early Departure/Dismissal

Please avoid early departure requests to the greatest extent possible so that instructional time is honored. If early dismissal is necessary, please note the following information.

If you plan to pick up your child before regular dismissal time, it will be counted as an unexcused early dismissal. It will affect your child's attendance the same as a tardy. If the early pick up is due to a doctor or dental appointment, a written doctor's excuse is required for the unexcused early dismissal to be changed to an excused early dismissal. The written note should be brought to the school office on the school day following the early dismissal.

Procedure for Excessive Absences

The following procedure will be followed:

- 1 to 4 Unexcused Absences — A staff or faculty member will call home
- 5th Unexcused Absence — A letter from school will be sent home.
- 8th Unexcused Absence — A notice will be sent to parent with a requirement for all future absences to be accompanied by doctor's statement. A conference will be called to address the problem with the family and create a plan to avoid future absences.
- 12th Unexcused Absence — The administration will call a more formal conference at which additional measures for compliance will be discussed and during which placement at the school and/ or other additional actions will be considered.

The school reserves the right to initiate legal action for violation of the compulsory school attendance laws.

Procedure Excessive Tardies and/or Early Departures

The following procedure will be followed:

- A staff or faculty member will call home as soon as a pattern emerges
- 5th Unexcused Tardy or Unexcused Early Departure — Letter from school will be sent home.
- 10th Unexcused Tardy or Unexcused Early Departure — A notice will be sent to parent with a requirement for all future Tardy or Unexcused Early Departures to be accompanied by doctor's statement.
- 15th Unexcused Tardy or Unexcused Early Departure — The administration will call a more formal conference at which additional measures for compliance will be discussed and during which placement at the school and/ or other additional actions will be considered.

Legal action may be taken for violating the compulsory school attendance law or prosecution for child neglect.

EMERGENCY SITUATIONS

Journey School has a comprehensive safety plan in place which coordinates emergency response with Capistrano Unified School District. All staff and teachers are aware of their specific duties, responsibilities and procedures. As a routine part of our plan, students participate in monthly safety (earthquake/fire etc.) drills. Emergency cards/forms must be updated and filled out at the beginning of each new school year.

Should there be an emergency event requiring parents to pick-up their children, we request that you:

- Please wait for your child to be released by a Journey School staff member.
- Please enter the school at the designated entrance only.

Emergency School Closure

In the event of a natural disaster or other emergency requiring school closure, the school will contact families via a contact-tree and will post a notice at the school site and a message on the school's answering machine. Journey School will typically conform to CUSD guidance on school closure.

CELL PHONES/ELECTRONIC DEVICES

The use of any type of electronic equipment (hand held gaming system, i-pod, etc.) is not permitted on campus at any time. Cell phones may be used for emergency purposes only while on campus, with teacher approval ONLY. Cell phones must remain turned off and in backpacks during the entire school day and at all times while on school property. Rare exceptions for arranging transportation after school may be made with teacher permission.

DISCIPLINE

Journey School is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others, children must learn to truly love and respect themselves.

Because of this belief, Journey School emphasizes a positive approach to discipline in which the student is gradually led towards an experience of self-discipline. We expect that students behave in a respectful way towards their teachers, any adults, their classmates, and towards the property of others. Each teacher is fully responsible for the discipline in his or her classroom. Students will be approached in a dignified manner and asked to comply with the standards of behavior. Clear explanations of classroom code of behavior are given or determined with the students on the first day of school and then again as needed, depending on the age of the students. The faculty discusses and then adopts general parameters of safety, courtesy, and cooperation to serve as a framework for situations outside the classroom.

Because children in a Waldorf school may interact with several different teachers in the course of each day, the faculty recognizes the need for consistent discipline procedures. The following measures are taken at Journey School to help foster consistent discipline for all the students:

- Conferences are held between class teachers and the specialty teachers and /or assistant teachers who work with their classes. In these conferences, class teachers outline for specialty teachers the specific discipline procedures, rules and consequences established in that particular class.
- Specialty teachers also attend Main Lessons at the beginning of the school year to observe how the class teacher interacts with his or her students.

If a discipline problem arises in a specialty class that the teacher cannot solve with the students, the class teacher will meet with the specialty teacher and offer suggestions on how the situation might best be handled. The class teacher may also elect to remain in the classroom for a period of time, as additional support.

CODE OF BEHAVIOR

In order to create a school environment which fosters cooperation, responsibility and respect, our students will be expected to follow the Journey School Code of Behavior:

Support a good learning environment

Students are expected to cooperate with teachers and classmates, respect the class starting and ending times, line up promptly and quietly whenever requested to do so, and complete assigned classroom chores daily before going home.

Treat all students, adults and property with respect

Respectful, courteous behavior and language are expected towards other children, teachers and parents. Students are expected to respect each other's words and refrain from hurtful actions. Rudeness, teasing, mimicking, swearing, threatening, sexual harassment and lying are not permitted. Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting are cause for immediate intervention. Throwing things (except in supervised games) or any disruptive behavior is not permitted in the classroom or on campus. Any stolen, defaced or destroyed property shall be repaired or replaced by those responsible.

DISCIPLINE GUIDELINES

It is a worthy goal that every student has a clear understanding of how their actions affect others. Our goal is to encourage the child to “right the wrong” and do better in the future. Thus, conflict resolution and esteem building are integral parts of our curriculum. We use the following guidelines to help the children learn these skills:

1. When a situation occurs which requires disciplinary action, the first step will be to ask the student(s) involved so that the teacher and the student(s) understand what has occurred. Then the teacher will have the student(s) “right the wrong”. Depending on the situation, the student(s) may fix what was broken, apologize to the one who was hurt, draw a picture or write a letter, help with a school chore during recess, etc. If the incident occurs in a specialty class, the subject teacher will choose the appropriate course of action and inform the class teacher of the event or ask for the class teacher’s help in choosing the course of action chosen. As the students mature, the teachers will encourage the students to decide on the appropriate course of action. A **concern memo** may be written by any teacher to alert and inform other teachers of any student behavior that merits concern and/or further problem solving.
2. Intentional hitting with hands or an object to inflict pain or to damage or destroy property will result in immediate action being taken by the faculty on duty and/or administration. The student will stay with the teacher until a decision is made regarding the next appropriate disciplinary action. For this as well as other serious breaches of the Code of Behavior, an **incident report** will be written by the end of that school day and a copy will be given to the administrator, another will be placed in the student’s file, and a third will be given to the student’s parents. The class teacher and/or the administration will notify the student’s parents that school day by phone or in person. The class teacher, administrator and parents, and possibly the student, will determine the course of action. Aggressive behavior will not be allowed.
3. A parent-teacher conference will be called if the child experiences hindrances in learning or implementing the school’s Code of Behavior. All such meetings shall include the parents, the teacher, and possibly one other faculty representative and/ or the Administrator, and also may include the student, depending on grade level. This conference will include a discussion of the situation, and then the parents and teacher(s) will work together as a team to jointly prepare a **written course of action**. This plan will outline the steps which will be taken both at home and at school, to address the student’s hindrances and help him or her find success. The plan will include a date at which the group will meet again to determine if improvement is being made.
4. If the written plan does not improve the situation, a teacher will call the parents to schedule another conference to determine the next appropriate course of action. It may be recommended that a Child Study Team, consisting of a Faculty Council member, administrator or designee and other appropriate support staff, be convened to study the child and his/ her special needs. The members of this team will work with the child’s family and teacher to cultivate healthy classroom and playground behavior.

HARASSMENT

Journey School does not tolerate any type of unlawful harassment (sexual, ethnic, racial etc.). Details can be found in the Expulsion, Suspension, Exclusion and Due Process Policy. Immediate disciplinary action will be taken for any type of suspected harassment.

DRUG FREE ENVIRONMENT

Journey School maintains a drug, alcohol and tobacco free environment. Students who violate this policy are subject to disciplinary action.

SENDING A CHILD HOME

In the interest of maintaining a safe and courteous environment for all members of Journey School, there are certain behaviors that will not be tolerated and may result in immediate removal (suspension) of the child from the school setting. Details can be found in the **EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY** below.

EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY*

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and well being of all students at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The school administration and Council have reviewed the suspension and expulsion policies of Capistrano Unified School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. The policy and procedures have also been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures clearly describe discipline expectations, and is available in its entirety from the school office or on the school website.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, 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.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities (or for whom the charter school has a basis of knowledge of a suspected disability) pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures.

A. Grounds for Suspension and Expulsion of Students

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

B. Suspension Offenses

1. Discretionary Suspension Offenses:

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

* SUSPENSION AND EXPULSION (Abridged Procedures); complete procedures are available upon request

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to

another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

C. Suspension Procedures

Suspensions shall be initiated according to the detailed procedures in the school's Suspension and Expulsion Policy. These steps are briefly summarized below:

1. A conference with the student and Administrator, which will also include the parent and other school staff as possible. This step may be omitted in case of an emergency situation.
2. Written notice to Parents/Guardians will be given at the time of suspension. The notice will include the offense and the date of return of the student.
3. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

If recommendation for Expulsion has been made, a conference will be held to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrator or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. **Discretionary Expellable Offenses:** Students may be expelled for any of the same items listed above under Section B 1, items a through w. (see section above)
2. **Non -Discretionary Expellable Offenses:** Students **must be expelled** for any of the following acts when it is determined pursuant to the procedures below, that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from the Administrator or designee.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The terms "firearm" and "destructive device" are defined in detail in the complete Suspension and Expulsion Policy

E. Authority to Expel

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

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator or designee determines that the Pupil has committed an expellable offense. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. Items to be included in the written notice are detailed in the complete Suspension and Expulsion Policy.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses will be in place

Details on these procedures, including protection of witnesses for the hearings, can be found in the complete Suspension and Expulsion Policy.

H. Students with Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The following is a summary of the current procedures to be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA
2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, all relevant information will be reviewed to reach a determination whether the conduct was a manifestation of the child's disability. Depending on the outcome of this determination, additional steps are taken. Detailed information about how this procedure occurs and what additional steps are taken is found in the complete Suspension and Expulsion Policy.

4. Due Process Appeals

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

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

5. Special Circumstances

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.
Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. Details about how to determine if the charter school had such knowledge can be found in the complete Suspension and Expulsion Policy.

I. Record of Hearing

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

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Further information on evidence and testimony is found in the complete Suspension and Expulsion Policy.

The final decision by the Journey School Council shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Council is final.

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

K. Written Notice to Expel

The Administrator or designee following a decision of the Council to expel shall send written notice of the decision to expel, including the Council's adopted findings of fact, to the student or parent/guardian.

The Administrator or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County. Additional information regarding these written notices may be found in the complete Suspension and Expulsion Policy.

The Council's decision to expel shall be final.

L. Disciplinary Records

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

M. Expelled Pupils/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission

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

COMMUNICATION

*The healthy Social Life is found when in the mirror of each human being
The whole community finds its reflection, and when in the community
The virtue of each one is living.*

– Rudolf Steiner

COMMUNICATION MODEL

Direct communication lines are the vehicles that Journey School uses to foster understanding and to resolve conflicts as they arise. These pathways form a structure and process that encourage parties who have concerns or who are involved in a conflict to reach either resolution or agree to disagree.

To Whom Do I Speak?

Journey School works through a four-fold governance structure that allows for community decision-making and open communication. Please review the following to know whom to speak to concerning a specific question or concern:

General Questions concerning daily operations, policy or procedural issues, events, committee work, enrollment, childcare, carpooling, school newsletter, etc. should be addressed to the Administrative Assistant or designated office staff. Parent committees handle many of the support functions of the school. The School Administrative Assistant will help direct you to the appropriate person.

Questions Concerning Your Child should be addressed to your child's teacher. We feel that healthy, open communication between parent and teacher is essential for your child's educational experience. If you need to relay a message to the teacher, sending a simple note with your child is best. In the event that the message requires dialogue, communicate directly with the teacher after school or leave a message at the office to schedule an appointment. Although a teacher's home phone numbers may be listed in the class directories, we respectfully request that courtesy be given to the teacher's home life. Ask yourself if the matter can wait until the next school day. If yes, please do so.

Questions Related to Educational Issues such as curriculum, teaching methods, classroom management, and teacher-student relationships should be addressed to the Faculty.

Questions Regarding Capistrano Unified School District should be addressed to the School Administrator.

Questions Pertaining to Legal or Financial Issues should be addressed to the School Administrator, School Business Manager, or the Journey School Council. Contacting your class Parent Representative and/or the Parent Cabinet representative to the Council is the first step to contacting the Council.

Conflict Resolution and Grievances

Journey School encourages conflict resolution in our community that starts with direct communication with the involved parties.

1. **Direct Resolution** If you have a question or concern, go directly to the person(s) listed under the "To whom do I speak?" categories.

2. **Administrative Resolution** The Administrative Resolution process consists of a meeting between the parties involved with the School Administrator. This attempt is to be done prior to requesting formal resolution.
3. **Formal Resolution** Formal Resolution consists of the submission of a written complaint or grievance to the Administrator, who then will direct the matter to the appropriate persons. At this point, a temporary Grievance Committee may be formed to assist in investigation and resolution of the conflict or grievance. When the Administrator forms the Grievance Committee, consideration will be given for the best composition to provide impartial resolution. Members of the Committee may include staff members, teachers, administrators, parents, and/or outside mediators, depending on who is involved in the conflict or grievance. If the grievance involves the School Administrator, the Journey School Council will be responsible for arranging an appropriate Grievance Committee, or has the option of handling the resolution directly.
4. **Arbitrated Resolution** In extreme cases, an Arbitrated Resolution can be used, consisting of a meeting or meetings between the involved parties with an impartial third party. After hearing both parties, the arbitrator will then render his or her decision, which will be binding on both parties. This is the final step in the Conflict Resolution/Grievance process.

EMAIL POLICY AND PROCEDURES

Email is an efficient, useful method of communication which can be tremendously helpful in transmitting large amounts of information, and in expediting process. Email communication presents unique challenges, some of which have the potential to create division within our community. The following policies and procedures will aid us in healthy working together as we become more proficient in email use.

Confidentiality

Any request for confidentiality is to be honored. In discussion groups, email communication within the specified discussion groups should remain within those groups and confidential unless the group agrees to approve the sharing of such communication to external bodies or individuals. Only persons authorized to represent any discussion group to another group should engage in email communications with those groups. In this spirit of confidentiality, it is best to carefully consider the intentions of the sender as well as the possible implications prior to forwarding an e-mail to any other recipients.

Prohibited content

Email system is not to be used for the creation or distribution of any offensive, or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin or disability. Employees who receive any emails with this content should report the matter to the School Administrator while Council members should report directly to the Council President.

Tone of communication

As people sometimes write that which they might not feel comfortable saying in person it is important that people take time to reflect on the content and tone of emails before they are sent. This is particularly important when emotions are high, as it is easy to hit 'Reply' and fire off an immediate response to something another person has written. Sometimes an immediate response doesn't *really* reflect the complexities of the emotions involved.

If a particular piece of writing evokes a powerful, passionate response, it can be helpful to pause and reflect on where that reaction comes from -- is the response particularly influenced by your own thoughts, assumptions, previous experiences, feelings or beliefs, over and above what the other person has actually written?

Ground Rules

1. **Use "I" statements.** "You" statements are often perceived as an attack.

2. **Express needs and wants rather than judgments or critiques;** we always need solutions to our challenges.
3. Respect the views of others.
4. **Speak for oneself,** not for groups unless so authorized, as generalizing can create a false impression.
5. **Use cc: field sparingly.** Do not “cc” others as a way to expose or shame. In general, try not to use the cc: field unless the recipient in the cc: field knows why they are receiving a copy of the message. Using the cc: field can be confusing since the recipients might not know who is supposed to act on the message.
6. **Answer all questions, and pre-empt further questions.** An email reply must answer all questions, and pre-empt further questions – If you do not answer all the questions in the original email, you will receive further e-mails regarding the unanswered questions, which will not only waste time but also cause considerable frustration.
7. **Do not write in CAPITALS.** IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be highly annoying and might trigger an unwanted response in the form of overly emotional e-mail. Therefore, try not to send any email text in capitals.
8. **Do not overuse “Reply to All”.** Only use “Reply to All” if you really need your message to be seen by each person who received the original message.
9. **Read the email before you send it.** Reading your email through the eyes of the recipient will help you send a more effective message and avoid misunderstandings and inappropriate comments. This is the most important idea in this entire policy.

Existing Policies and Procedures

All email communications should comply with all Journey School policies and procedures applicable to communications.

Journey School Council E-mail Correspondence

The members of the JS Council may not engage in e-mail correspondence that may be regarded as constituting a “board meeting” under the Brown Act. In particular, one way correspondence from the Administrator to the council members is typically appropriate, but e-mail interaction between council members or “Reply All” interactions are typically not appropriate. This section is not intended to limit e-mail correspondence that is not about school business or operational issues or decisions.

FUNDING/FUNDRAISING

State and Federal Funding

As a public charter school, Journey School receives money from local taxes as well as the State, and occasionally from the Federal government. The majority of the school’s revenue is based on our school’s average daily attendance (ADA); therefore, it is extremely important that students attend school regularly and maintain high attendance rates.

If your child has an appointment that must be scheduled during the school day, please consider having him/her attend school at least part of the day. Even a short time on campus in the early morning is considered “in attendance.”

As you may know, government funding sources are typically not sufficient to cover all school costs.

Fundraisers

It is our belief that children should not be involved in the selling of commercial goods for large fundraising purposes. Instead of students soliciting sales of magazines, candy or gift wrap, Journey School uses catalog sales (of Waldorf-based books and toys), raffles, events such as the Ice Cream Social, Silent Auction, Fairie Market, etc., as well as other fundraising methods discussed below.

Parent Donations

The money that charter schools receive from state and federal sources is inadequate to meet the financial needs of Journey School. Parents should be aware that our school pays for teachers' and administrators' compensation, operational costs, instructional supplies, liability insurance, as well as utilities and rent for our school space. These are only a few of our many expenses.

In order to support a curriculum that is taught through the arts and necessitates the use of good quality materials, Journey School has created a separate school-wide parent donation account. All families of Journey School are encouraged to make an annual per-student pledge, at the beginning of the school year, to help with the costs, among other things, of our classroom materials (e.g., main lesson books, colored pencils, watercolor paper and paints, wool yarn, etc.). The monies from this fund are not allocated to a particular expense, grade, class, or child, but are distributed to best benefit all students. The pledge is preferably paid all at once, however quarterly or monthly payments are available. Credit card payments may be set up to pay this donation. Note that this is a charitable donation, and is not a fee or tuition. For this reason, once paid, the amount is non-refundable, even if your child leaves the school. This donation is tax-deductible. Contact the school office for the school's tax identification number, if needed for tax purposes. Pledge forms are available in the office and are also included in your child's enrollment packet.

Grants

Journey School has a group of parent volunteers who are committed to researching and/or writing grants to corporations and foundations that are like-minded to our artistic and developmental approach to education. Please contact this committee chair or the office if you are able to volunteer (for example, to do at-home internet-searching for potential grantors or in any other capacity).

Annual Pledge Drive

Journey School holds pledge drives as needed for special projects or any budget shortfalls. Pledge drives can be for the short-term or long-term. All details will be announced prior to holding the pledge drive. The money raised is distributed according to the pledge drive plan. In development of the plan, great consideration is given to the requests of the Faculty, Journey School Council and School Administrator.

Donations

Journey School is a 501c3 corporation. Donations are tax-deductible, greatly needed and appreciated. Contact the school office for the corporate tax identification number. **MATCHING FUNDS** Journey School accepts matching funds from your employer, so please inquire with your employer whenever you want to donate or pledge money to Journey School. Your employer may match whatever you are giving, thus doubling the donation! Please inform the office if you have, or someone you know has a potential donation in another form (stocks, notes etc.).

Potential Investors

In the future Journey School will be looking for its own site. If you know of potential investors, or donors of larger capacity, please speak to the School Administrator or any Journey School Council member.

Role of a Future Foundation

Journey School is investigating the formation of a non-profit foundation to solidify and facilitate investments from future donors, including investments or donations for a site, buildings, and/or land. Please inform the Administrator or Council members if you have experience with such a foundation or

are interested in working with such a foundation. Maybe someone you know is the right person!
Members of the community at large are greatly welcomed.