

*Journey School  
A California Public Charter School*

*Monday, June 16, 2025*

***REGULAR (and ANNUAL) MEETING AGENDA***

***6:00 p.m.***

*Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656*

*(949) 448-7232  
[www.journeyschool.net](http://www.journeyschool.net)*

NOTE: This meeting will be held in person on the Journey School campus and will be live streamed via Zoom. Members of the public are welcome to attend in person or online. Join Zoom Meeting:  
<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnlC6wnsvu9uqK8j.1>

Meeting ID: 860 2502 9240 Passcode: 92629  
One tap mobile +16694449171,,86025029240#,,,,\*92629# US

***BOARD MEMBERS:***

*Amy Capelle, Council President  
Melissa Dahlin, Council Vice President  
Margaret Moodian, Council Secretary  
Jeannie Lee, Board Member  
Michael Allbee, Board Treasurer*

***ADVISORY POSITIONS:***

*Renalani Moddley, Parent Cabinet Advisor  
Faculty Advisor, TBD*

***INSTRUCTIONS FOR PRESENTATIONS TO THE COUNCIL BY PARENTS AND CITIZENS***

*Journey School welcomes your participation at the school's Council meetings. The purpose of a public meeting of the Council is to conduct the affairs of Journey School in public. We are pleased that you are in attendance. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:*

- 1. Agendas are available to audience members during the meeting and on the school website.*
- 2. "Request to Speak" cards are available for all audience members who wish to speak prior to an agenda item or under the general category of "Public Comment." "Public Comment" time is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not*

discuss your issue, respond in substance or take action. These presentations are limited to five (5) minutes (ten (10) minutes if a translator is needed) and total time allotted to non-agenda items will not exceed thirty (30) minutes. The Council may give direction to staff to respond to your concern.

3. With regard to items that are on the agenda, you may specify that agenda item on your “Request to Speak” card and submit the card prior to an agenda item. The public comment period precedes presentations on that agenda item by staff and/or school committees, Council discussion, and deliberation. You will be given an opportunity to speak for up to five (5) minutes (ten (10) minutes if a translator is needed).
4. When addressing the Council, speakers are requested to state their name and adhere to the time limits set forth.
5. Audience members attending a meeting virtually are required to follow the guidelines specified in points 1 through 4 with the following exception noted: In lieu of a “Request to Speak” card, an audience member may utilize the chat function to indicate their name and a request to speak under the general category of “Public Comment” or at a specific agenda item. All other comments, questions, and dialogue entered into the chat will not be entered into public record and will not be responded to/addressed.

**Notices:** Journey does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Please notify the office at (949) 448-7232 twenty-four (24) hours prior to the date of the meeting for disability accommodations necessary in order to participate. Per California Government Code section 54957.5(b), Journey shall make materials that are part of the regular agenda packet available in the office and/or on the school’s website [www.journeyschool.net](http://www.journeyschool.net), without delay and at the same time, they are distributed to the Council.

	<b>AGENDA ITEM</b>	<b>SPONSOR</b>	<b>EST. TIME</b>
1	<b>Call to Order and Roll Call</b>	Amy Capelle	6:00
2	<b>Inspirational Passage</b>	Michael Allbee	6:02
3	<b>Approval of Agenda*</b>  <b>NOTE: The order of the agenda may be changed without prior notice to the public.</b>	Amy Capelle	6:05
4	<b>PUBLIC COMMENT: Members of the public may contribute public comment.</b> Reminder: See policy above for time guidelines.	Amy Capelle	6:10
5	<b>CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items.</b>  A. <b>Approval of Minutes*:</b> Minutes from regular meeting May 27, 2025  B. <b>Education Protection Account*:</b> Approval of plan and report on EPA spending for the 2024-25 school year	Gavin Keller	6:40

	<p><b>C. Consolidated Application*:</b> Annual approval of the spring Consolidated Application (ConApp), used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to direct-funded charter schools throughout California.</p>		
6	<p><b>INFORMATION ITEMS: Reports</b></p> <p>A. <b>Faculty Update:</b> Update on Faculty activities</p> <p>B. <b>Parent Cabinet Update:</b> Update on Parent Cabinet activities</p> <p>C. <b>Administrative Update:</b> Report from School Director, including update on summer projects, audit progress, summer programming, professional development and other updates</p>	<p>TBD</p> <p>Renalani Moodley</p> <p>Gavin Keller</p>	6:50
7	<p><b>SCHOOL OPERATIONS: Discussion/Action</b></p> <p>A. <b>Collective Bargaining Agreement*:</b> Review and ratification of contract with Journey Teacher Association</p> <p>B. <b>Local Indicator Report*:</b> Review and approval of school performance and progress on CDE Local Indicators.</p> <p>C. <b>Staffing Plan 2025-26*:</b> Review updates to staffing plan</p> <p>D. <b>Parent Advisory Committee (PAC)*:</b> Review of LCAP input from PAC</p> <p>E. <b>Local Control and Accountability Plan (LCAP)*:</b> Review of 24-25 LCAP Annual Update and 25-26 LCAP</p> <p>F. <b>Preliminary Budget 2025-26*:</b> Review and approval of the preliminary budget for 2025-26 fiscal year.</p> <p>G. <b>Charter Safe Insurance Presentation*:</b> Review and approval of quote from Charter Safe Insurance.</p> <p>H. <b>Title I Parental Involvement Policy*:</b> Annual approval of Title I Parental Involvement Policy as required for receipt of Targeted Assistance funding.</p> <p>I. <b>Adoption of Reading Difficulties Screener*:</b> Review of new CA requirement to screen for reading difficulties in kindergarten and adoption of a screener for use in the 25-26 school year.</p> <p>J. <b>School Handbook*:</b> Review and approval of 25-26 School Handbook, inclusive of adjustments to related policies.</p>	Gavin Keller	7:20

	<p><b>K. Comprehensive School Safety Plan (CSSP)*:</b> Review and approval of additions to existing CSSP, including the required Instructional Continuity Plan.</p> <p><b>L. CUSD Food and Nutrition Services*:</b> Review and approval of CUSD as a vendor for the 25-26 school year for provision of food and nutrition services at Journey School.</p> <p><b>M. Declaration of Need*:</b> Approval of form to allow hiring of teachers under certain types of credentials for the 2025-26 school year.</p> <p><b>N. Independent Educational Evaluation (IEE) Policy*:</b> Update and approval of policy for Journey School to guide staff and parents through the IEE process in Special Education.</p>		
8	<p><b>BOARD DEVELOPMENT and OVERSIGHT: Discussion/Action</b></p> <p>A. <b>Board Strategic Planning:</b> Summer reading and discussion of next planning steps/retreat</p> <p>B. <b>Board Meeting Schedule*:</b> Review and approval of schedule of regular meetings for the 2025-26 school year</p> <p>C. <b>Board Nomination Committee, Board Terms and Officers*:</b> Report from Nomination Committee regarding potential new board members, succession planning discussion, approval of renewal of board terms and election of board Officers for 25-26 school year</p>	Amy Capelle	8:20
9	<p><b>CLOSED SESSION:</b> The meeting will now convene to closed session to discuss the matters described below:</p> <p>1. <b>Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</b></p> <p><b>RECONVENE TO OPEN SESSION:</b> The meeting was reconvened to open session at: ___ p.m.</p> <p><b>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION</b> (includes the vote or abstention of every member present)</p>	Amy Capelle	8:45
10	<b>Adjournment</b>	Amy Capelle	9:15

*Agenda publicly posted at Journey School on June 12, 2025.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net)*

*\*Items that are expected to have back up materials provided prior to or at the meeting are indicated with an asterisk. Other items may also have back up materials provided.*

*Journey School  
A California Public Charter School*

*Tuesday, May 27, 2025*

***REGULAR MEETING MINUTES - DRAFT***

***6:00 p.m.***

*At Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656*

*(949) 448-7232  
[www.journeyschool.net](http://www.journeyschool.net)*

This meeting was held in person on the Journey School campus and was live streamed via Zoom. Zoom link: <https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnIC6wnsvu9uqK8j.1>

Meeting ID: 860 2502 9240 Passcode: 92629  
One tap mobile +16694449171,,86025029240#,,, \*92629# US

***BOARD MEMBERS:***

*Amy Capelle, Council President - PRESENT arriving at 6:17 p.m.  
Melissa Dahlin, Council Vice President - PRESENT  
Margaret Moodian, Council Secretary - PRESENT  
Jeannie Lee, Board Member - PRESENT  
Michael Allbee, Board Treasurer - PRESENT*

***ADVISORY POSITIONS:***

*Renalani Moodley, Parent Cabinet Advisor - PRESENT  
Faculty Advisor, Jess Johnston - PRESENT*

*Also attending: Gaylen Corbett, Larry Tamayo (until 7:30 p.m.)*

	<b>AGENDA ITEM</b>
1	<b>Call to Order and Roll Call</b> - The meeting was called to order by Mike Allbee at 6:03 p.m.
2	<p><b>Inspirational Passage</b> - Amy shared a quote on the results of the Harvard Study on Adult Development.</p> <p><i>"The most consistent and powerful predictor of well being, both physical and mental, is the quality of your relationships. Strong, warm, meaningful connections with others are what truly protect our brains as we age. It delays physical decline and fills our lives with purpose and joy. Conversely, loneliness is as detrimental to our health as smoking. As we navigate the demands of our professional roles, let us remember this vital truth and make time for those connections, nurture the bonds with our colleagues, our families and our friends because investing in these relationships isn't just about personal happiness. It's about building a stronger, more resilient and fulfilling life for all of us, both inside and outside of these walls." Additionally, the greatest danger right now is disconnectedness.</i></p>
3	<p><b>Approval of Agenda*</b></p> <p><b>NOTE: The order of the agenda may be changed without prior notice to the public.</b></p> <p>Gavin suggested moving Item 7A and 8A to be presented together by Larry Tamayo.</p> <p>Jeannie made a motion to approve the agenda. Melissa seconded the motion and it was unanimously approved.</p>
4	<p><b>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</b></p> <p>A. <b>2024-2025 Board Calendar/Schedule meetings:</b> Council members discussed the June meeting and possible retreat. The board tentatively scheduled the retreat for Thursday, August 28th at 4:00 p.m. The full board calendar for the 2025-26 school year will be brought to council for approval at the June meeting.</p> <p>Margaret spoke regarding preparation for strategic planning during the board retreat. Possible goals include sustainability, facilities, and fundraising. She outlined how progress towards reaching those goals might be tracked.</p>
5	<b>PUBLIC COMMENT:</b> There were no requests for public comment.
6	<p><b>CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items.</b></p> <p>A. <b>Approval of Minutes*:</b> Minutes from regular meeting May 1, 2025.</p> <p>B. <b>Contract renewal with ExED*:</b> Approval of renewal of Excellent Education (ExED) development business services agreement.</p> <p>C. <b><del>Title I Parent and Family Engagement Policy*</del>:</b> Annual approval of policy</p> <p>Jeannie made a motion to pull item 6C from consent. Melissa seconded the motion and the item was pulled from the consent agenda.</p>

Renalani spoke as a parent/member of the public regarding the Title 1 Parent and Family Engagement Policy. 1. Regarding the annual meeting, she suggests that there should be more than one meeting, and asks if there is formal documentation of the meeting including an agenda, minutes, and a record of attendees. 2. Regarding the flexible number of meetings, she notes that there is no formal documented system ensuring that flexible times are offered, tracked and reported. 3. Regarding parent involvement, she notes that without a dedicated Title I parent input process, the school cannot gather meaningful input from parents. 4. Without plain language explanations for parents, not just technical documents, many families may not understand or be able to act on the information provided. 5. Regular meetings upon parent request: There is no formal process for parents to request meetings or track how the school responds. This could risk delays and missed follow ups. 6. Building parent capacity: Without a formal calendar, attendance tracking, and record of parent workshops, we can't show that the school has fulfilled its commitment. 7. Accessibility: There is no tracking system. Regarding transparency, there is no requirement for the school to share the budget details. Also there is no formal process for parents to raise Title 1 complaints.

Gavin stated that the policy needs to be approved by the end of June. He noted that Journey is not a Title I school, but rather a school that offers a targeted assistance program. Our Title I reading program is led by Suzanna Bortz. Mike stated that the policy will remain off the consent agenda and will be brought for approval at the June meeting.

Margaret made a motion to approve the consent agenda items 6A and 6B. Amy seconded the motion and those consent agenda items were unanimously approved.

7 **SCHOOL OPERATIONS: Discussion/Action**

**A. ELOP Contracts** - Gavin shared revised versions three approved by the board, for summer programming and ELOP services with Strategic Kids to comply with new audit requirements introduced this year. The new contracts state that Strategic Kids will notify Journey School of any health and safety concerns, and that the school will share necessary student health related information with Strategic Kids.

Mike made a motion to approve the revised ELOP contract with Strategic Kids for 2025-26. Melissa seconded the motion and it was unanimously approved.

**B. Independent Educational Evaluation (IEE) Policy** - Gavin reviewed a new policy for Journey School to guide staff and parents through the IEE process in Special Education. An IEE is an assessment for parents who disagree with an assessment conducted by Journey School. The policy provides guidance on eligibility, who would be qualified to conduct an IEE, the procedures and timelines, criteria for the evaluators, and determination of the fee and rate limits. Gavin stated that the policy has been reviewed by our attorneys and our special education director. The policy protects both parties, parents and the school. Melissa asked if the policy could be summarized in a way that would make it easier for parents to understand. Gavin noted that outside of the policy, a simple one page summary could be created and ways to make the information accessible can be developed with input from our SPED director. All parents who participate in an IEP receive guidance on their procedural rights and safeguards which they receive before the IEP. Mike noted that any summary or info-graphics that are created should be reviewed by our attorney prior to publishing.

Margaret made a motion to approve the IEE Policy with the understanding that if any revisions are needed, it will be brought back to council for approval. Mike seconded the motion and it was unanimously approved.

**C. Staffing Plan 2025-2026\*:** Gavin reviewed an updated draft of the staffing plan for the 2025-2026 school year including a contract from Strategic Kids for special education paraprofessionals. He notes that former counselor June Hamlin will be returning as a staff member. Board members discussed enrollment trends as they relate to staffing needs, and enrollment transparency needed to make sure parents are well informed about Journey's program before enrolling.

Melissa made a motion to approve the revised staffing plan for 2025-2026. Mike seconded the motion and it was unanimously approved.

**D. Journey Teacher Association (JTA) Contract\*:** Gavin shared that the collectively bargained agreement (CBA) with JTA has not been finalized as negotiations have not concluded.

**E. Budget for 2025-26 fiscal year\*:** Gavin shared the draft 2025-2026 budget and discussion/incorporation of additional input. Assumptions include enrollment of 600 students, which reflects a reduction in kindergarten teacher-to-student ratio from 12:1 to 10:1, due to transitional kindergarten (TK) students to be included in our four main kindergarten classes. The youngest students will be in the Poppies class. Amy requested a review of the cost of TK. Larry stated that increased revenue is \$148k from TK. He noted that one-time funds will not be available starting in the 2026-27 school year. Amy suggested that the board develop criteria to help them determine if the TK program should continue. He noted that a private preschool might be a solution and this possibility will be included in a future presentation on this topic.

Larry shared that \$380k in one-time funds are included in the draft budget since they need to be used in 2025-26. The school nutrition program is expected to be an expense rather than income, which is typical.

Margaret asked Larry for guidance on a target amount for a capital campaign for the coming years. He agreed that \$500k would be a good target amount. Historically, the most raised in previous years was around \$260k. Gavin stated that funds from attendance recovery opportunities will be included in the June budget presentation.

Amy shared that Amanda Sturgis has developed a proposal for council to review which includes a new fundraising platform and marketing materials. Amy stated that the Journey School Foundation agreed to dissolve itself and grant their funds to Journey School.

**F. Public Hearing for Local Control and Accountability Plan\*:** A Public Hearing of LCAP annual update was held. Gavin reviewed a draft 2025-2026 plan which includes input from the parent body, teachers and staff members. The goals have been aligned to our charter outcomes. Amy thanked the LCAP committee for their input. This plan will be up for approval at the June meeting.

8

**INFORMATION ITEMS: Reports**

A. **Financial Update\*:** Larry Tamayo shared a report on April financials and the May Report from the State of California.

*This morning, May 14, 2025, Governor Gavin Newsom released his May Revision to his budget proposal for the 2025-26 fiscal year which is overall good news for education. For TK-12 schools, the May Revision does not impose any major cuts and makes only a few adjustments to the January proposals. The revised proposal does not project any cuts from federal sources that may be under discussion, so there still may be considerable risk and uncertainty on federal funding levels for the upcoming year. Cost-of-Living Adjustment (COLA) for 2025-26 is now 2.3%, which is slightly lower than the projected COLA in January 2.43%. Extended Learning Opportunities Program (ELOP): The May Revision includes \$10M to increase minimum grant amounts from \$50,000 to \$100,000 per LEA. There are slight technical adjustments to the total amounts, but the budget continues the plan for full implementation per current law. Discretionary Block Grant: Reduces from \$1.8B to \$1.7B the one-time flexible Student Support and Discretionary Block Grant proposed in January. These funds are not guaranteed, but if they do it would equal around \$180k for Journey School. These and other uncertain funds are not reflected in Journey's draft budget.*

*There are options for some one-time funds including the Arts and Music grant, and ELOP funds, which will be deferred to next year. Revenue for this year is around \$8.6 million. As for expenses, PERS is lower than budgeted. Expenses that came in higher than budgeted include maintenance repairs, IT/network repairs, nursing due to students who need one-on-one caregivers, and the ERC consultant who received a portion of our ERC. Overall it has been another financially successful year for Journey.*

*Larry explained that the accounts receivable increase is due to a delay in property tax funding coming from CUSD which will not arrive until after June 30, 2025.*

**B. Faculty Update:** *Jess Johnston shared an update on Faculty activities including celebrations and happenings in his second grade class. He explained how the study of the saints and great people help students at this age through the nine year change. May Faire was a big success for the community. He shared student work samples with the board members and spoke about bonds formed between classmates. He is very grateful and feels indebted to his parent volunteers. He is very happy with the SPED program including push-ins that meet IEP requirements. Communication with the SPED team is very good. The gardening program has been a great improvement. He noted that the current hot lunch program doesn't reflect Journey's values and it would be nice if it could be more nutritious, as that affects how students feel and perform in class. He noted that more janitorial service would be helpful. He feels so loved and supported at Journey that he wants to give that back to his students.*

**C. Parent Cabinet Update:** *Renalani shared an update on Parent Cabinet activities including PC finances, reporting that they have around \$200k in savings and \$88k in checking. The book fair, roller skating, May Faire bake sale, and more have been very successful. Current fundraisers include invisible fundraising through Ralph's and Amazon, yoga in the park, and parent library/crafting days. They have a parent education committee working on the school video. Candice will not be returning as PC president, so Ashley will be taking over the position in the fall. She reminds faculty to use their PC funds.*

**D. Administrative Update:** *Gavin shared an update on end-of-year events and the administrative workload at this time of year. Interviews are going very well so hiring offers will be made soon. Kindergarten in-takes are going well and some new grades students are starting to visit. 8th grade project presentations started this week. Daytime attendance has been very inspiring for the students who are presenting. Each class will have their own evening roundtable presentation of all projects.*

	<i>Melissa made a motion to enter into closed session. Mike seconded the motion and council entered closed session at 8:28 p.m.</i>
9	<p><b>CLOSED SESSION:</b> <i>The meeting will now convene to closed session to discuss the matters described below:</i></p> <p>1. <b>Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</b></p> <p><b>RECONVENE TO OPEN SESSION:</b> <i>The meeting was reconvened to open session at 8:58 p.m.</i></p> <p><b>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION</b> <i>(includes the vote or abstention of every member present): The board did not take action in closed session.</i></p>
10	<b>Adjournment</b> - <i>Mike made a motion to adjourn the meeting. Jeannie seconded the motion and it was unanimously approved. The meeting was adjourned at 9:08 p.m.</i>

*Agenda publicly posted at Journey School on May 22, 2025.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net)*

*\*Items that are expected to have back up materials provided prior to or at the meeting are indicated with an asterisk. Other items may also have back up materials provided.*

**TENTATIVE AGREEMENT  
BETWEEN  
JOURNEY SCHOOL  
&  
JOURNEY TEACHERS ASSOCIATION  
TO SETTLE NEGOTIATIONS  
FOR A  
SUCCESSOR COLLECTIVE BARGAINING AGREEMENT**

**June 5, 2025**

This tentative agreement for settlement is to fully settle negotiations for a successor collective bargaining agreement between Journey School (“JS”) and Journey Teachers Association. The elements of the settlement are as follows:

**1. Article 5 – Work Year and Hours of Employment**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix A.

**2. Article 17 – Term**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix B.

**3. Article 18 – Negotiations**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix C.

**4. Article 20 – Compensation**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix D.

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

\_\_\_\_\_  
JS Representative

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

\_\_\_\_\_  
JTA Representative

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

## **APPENDIX A**

### **TENTATIVE AGREEMENT**

#### **Journey School/JTA**

#### **ARTICLE 5 - WORK YEAR AND HOURS OF EMPLOYMENT**

##### **5.1 Contract Duty Days**

- 5.1.1 The work year for all unit members shall consist of One-Hundred and Ninety One (191) teaching and non-instructional Days.
- 5.1.2 Kindergarten through Eighth (K through 8<sup>th</sup>) grade teachers shall work a total of One-Hundred and Seventy-Five (175) instructional days and Sixteen (16) student free days.
- 5.1.3 Of the One Hundred Seventy-Five (175) instructional days Kindergarten Teachers shall work the following as release days:
  - 5.1.3.1 An average of up to three (3) release days between late April and early May.
  - 5.1.3.2 These release days will be used for New Student Intake.
  - 5.1.3.3 It is the intention that no more than two instructors would be released at a time.
  - 5.1.3.4 The participating instructors shall determine how to split any release days provided by this section.
  - 5.1.3.5 If this amount of time is insufficient staff will work with administration to solve the problem
  - 5.1.3.6 The kindergarten grade level team in collaboration with the administrator (or designee) will make every reasonable effort to form balanced classes based on the student information gathered during the New Student Intake Process.
- 5.1.4 The Sixteen (16) Student free days will be used as follows to include but not be limited to this list:
  - 5.1.4.1 Staff Development Days such as The Art of Teaching.
  - 5.1.4.2 Pre-Service Days.
  - 5.1.4.3 Report Card Writing.

5.1.4.3.1 Two of the existing student free days are reserved for Report Card Writing

5.1.4.3.2 These two days shall be scheduled annually through the Calendar Committee.

5.1.4.4 Parent Communication.

5.1.4.5 Set up and Clean up at the end of the year.

5.1.4.6 Student recruitment and interview.

5.1.5 **Work Year Calendar.** The administrator together with the Bargaining unit members and other stakeholders shall develop the annual Calendar and a plan for the use of student free days.

5.1.5.1 These meetings will begin in January/February of the year Prior to the Calendar.

## 5.2 Work Day

5.2.1 The professional workday shall include the student day, staff meetings and time needed for preparation/collaboration. At a minimum, on all instructional days of the school calendar, unit members are to be on school grounds no later than thirty (30) minutes before school starts and will remain on school grounds until all students in their group schedule have been released and all other scheduled duties have been completed, which may include, but is not limited to: extended care duty, student, parent and administrative appointments; IEP appointments; dismissal duty; and training. The unit member will dedicate sufficient time to complete his or her job duties, which may exceed the time that the unit member is required to be on campus. To the fullest extent possible, the unit member's work duties shall be concentrated within the normally scheduled workday.

5.2.1.1 Kinder Schedule. The professional day of all Kinder teachers shall be the same number of on-site hours as that of 1<sup>st</sup> through 3<sup>rd</sup> grade teachers.

5.2.2 At the employee's request, the local administrator may release any employee from normal on-site duty hours without creating precedent. In the absence of such release or other administrative direction, an employee shall remain on site during the established normal duty hours.

5.2.2.1 Unit members who wish to work a modified on-site schedule on a routine basis, must submit a request to administration. Administration may approve a modified on-site schedule conditioned on written minimum expectations for the unit member that must be adhered to. These expectations may include shifting or adding duties or work hours to other workdays. The unit member must also adhere to the expectations for working remotely and/or off-site and must remain

available and accountable. Administrative approval of the modified on-site schedule is subject to revocation at any time.

- 5.2.3 Unit members are also expected to attend the following professional obligations: Faculty Meetings, Student Support Team meetings, Individual Education Plan (IEP) meetings, Parent Conferences, Classroom Parent Meetings, Back-to-School Night and Open House/Gallery Walk and field trips that occur on instructional days.
- 5.2.3.1 Overnight Field Trips. The parties mutually affirm that it is desirable that each 3-8 teacher accompany his/her class on overnight field trips; however we recognize there may be circumstances that prevent the teacher from doing so. Teachers may decline to participate based on their own assessment of their personal circumstances. Participation, while encouraged, shall be entirely voluntary. Unit members responsible for attending overnight field trips shall receive a stipend of \$150 per night. Unit members may request additional overnight field trips that meet the curricular and developmental needs of students and shall be subject to site administrator approval.
- 5.2.3.2 Extended Day Field Trips. The parties recognize that in order to successfully coordinate and supervise the following extended day field trips: Pentathlon, Medieval Games and Track & Field, unit members are required to report to work outside of the normal workday. Unit members responsible for supervising these extended day field trips shall receive a stipend of \$125 per day. Unit members may request additional extended field trips that meet the curricular and developmental needs of students and shall be subject to site administrator approval.
- 5.2.4 Participation in festivals, community meetings, field trips and supervision of student activities which take place on non-instructional days shall be voluntary.
- 5.2.5 In addition to instructional and professional obligations, all staff will perform playground and site supervision duty as assigned. This duty will be scheduled and posted by the Administrator in the office lounge to the extent foreseeable and may also be temporarily assigned by the Administrator on an as-needed basis. The unit member will not leave assigned students unattended or with unqualified individuals at any time during the instructional day.
- 5.2.6 Minimum, Shortened and Modified Days. Once a week, for a majority of weeks in the school year, students (grades 1-8) may have a shortened day while unit members meet and plan together for an allotted amount of time set by the site. Not less than one such meeting per month shall be reserved for teacher preparation and planning, although Administration may use up to 15 minutes to present on urgent matters as needed. The professional development calendar for these meetings shall be developed with input from the staff. In addition, staff meetings may be called after school to discuss school business that was otherwise not completed in the regularly scheduled meetings with adequate notice. Administration shall strive to adjourn all meetings by 3:30 p.m. and incorporate teacher planning and collaboration time.

5.2.6.1 **Staff Meetings.** Staff meetings will be conducted on a weekly basis and will incorporate individual teacher planning and/or grade level collaboration time at least monthly. When there are five weeks in a month, the fifth week will be for individual planning/preparation time for unit members. However, the administrator may repurpose any meeting as-needed in the event special circumstances arise.

5.2.6.2 On each minimum, shortened and modified day the site administrator shall provide adequate coverage for snack/recess supervision.

5.2.7 JTA Business Meetings

5.2.7.1 JTA business meetings, other than for the preparation of, or attendance at, bargaining sessions, or for the processing of grievances, shall occur at the conclusion of the professional day.

5.2.7.2 JTA business, other than for the preparation of, or attendance at, bargaining sessions, or for the processing of grievances, which is conducted during the professional day, shall be reimbursed by JTA.

5.2.8 Duty Free Lunch. For full-time unit members, there will be a duty free, uninterrupted thirty minute meal period. The meal period will be scheduled during the recess (playground release) portion of the unit member's students' "lunch recess period", with the exception that up to four (4) times ~~twice~~ each month, unit members may be scheduled for work duty this time period to accommodate school needs. If this takes place, the unit member's thirty minute meal period will be scheduled for a different time on that workday. Unit members may only be assigned additional supervision duty during the "lunch recess period" in the event of a sudden illness, accident or emergency. All staff members who fail to timely report to assigned lunch or playground supervision may be subject to discipline. Full-time unit members also agree to forgo a meal period on Wednesdays of each work week of the school year to permit JS to start the weekly staff meeting at 1:30 p.m.

5.2.8.1 Unit members assigned to work duty during students' "lunch recess period" will not be assigned supervision during the following or preceding class period.

5.2.9 Work Day Schedule. The administrator shall seek input from Bargaining unit members and other stakeholders to develop the work day schedule. An opportunity for unit member input shall be provided at the time the administrator circulates a draft of the master work day schedule on or before the first teacher work day. Unit member input will be provided in a form and format determined by the administrator, and any such input must identify the problem to be solved and propose a potential solution.

**5.3 Part Time Arrangements.** A full time unit member works at a minimum, the complete number of duty days set forth in 5.1.1 and 40 hours per week. Unit members who are regularly scheduled to work less than full time shall receive compensation that has been prorated based on the amount of time that they are regularly scheduled to work as compared

to a full time unit member. The schedule and work calendar for part time unit members must be approved in writing by Administration.

**5.4 Substituting.** Unit members shall not normally be required to substitute during their preparation/planning/specialist periods except in the event of sudden illness, accident, emergency or when substitutes are not available. Substitute duties shall be rotated amongst unit members as much as possible. If a unit member does provide substitute service during their preparation/planning/specialist period, they can submit a request for flex time within 5 working days, which states the date, class and total minutes spent subbing. The administration will assign the unit member an equivalent number of minutes from their work schedule to offset time spent substituting; any such flex time must be approved in advance by Human Resources. A list of unit members providing substitute service will be updated and posted within five(5) working days of the end of the prior month.

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

\_\_\_\_\_  
Journey School Representative

\_\_\_\_\_  
JTA Representative

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

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

**APPENDIX B**

**TENTATIVE AGREEMENT**

**Journey School/JTA**

**ARTICLE 17 - TERM**

Once ratified by the parties, this Agreement shall be effective from July 1, ~~2025~~~~2022~~ through June 30, ~~2028~~~~2025~~. This Agreement shall remain in full force and effect until a successor contract is negotiated. Application of the Articles of this Agreement will not apply retroactively except as otherwise agreed.

Each school year, Compensation, Health Benefits, and two (2) articles per party may be re-opened for negotiations. This Agreement is closed through June 30, 2026.

During the term of this Agreement, there shall be no strike by JTA or its unit members, and Journey School will not engage in any lockout of bargaining unit members.

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

\_\_\_\_\_  
Journey School Representative

\_\_\_\_\_  
JTA Representative

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

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

**APPENDIX C**

**TENTATIVE AGREEMENT**

**Journey School/JTA**

**ARTICLE 18 - NEGOTIATIONS**

- 18.1** JTA and JS shall submit their initial proposal for a successor agreement and any reopeners in time to be agendized no later than the regularly scheduled Board Meeting in January for JTA and February for JS, of the last year of this Agreement.
- 18.2** JTA and JS shall begin negotiations following submission of the initial proposals. It is the intent of JTA and JS to initiate negotiations as soon as possible, but not later than fifteen (15) days following the February meeting of JS Board to allow the negotiation teams to develop the respective proposal. However, each party recognizes the significance of the public procedures and is committed to fulfilling the objectives of that process.
- 18.3** Within sixty (60) days of ratification of the Agreement by both parties herein, JS shall have sufficient copies prepared and delivered to JTA for distribution to each unit member in the unit. JS shall give a copy of the Agreement to any new bargaining unit members it hires during the term of the Agreement.
- 18.4** Negotiations meetings will be scheduled as mutually agreed upon by both parties. JTA representatives appointed for the purpose of meeting and negotiating will receive release time from duties without loss of compensation as per the EERA (Govt. Code Section 3544.1) at the expense of JTA.
- 18.5** No later than February of any year of this Agreement, JS and JTA may reopen Articles for negotiations consistent with the provisions of Article 17 of this Agreement~~Article 21 Benefits and up to 1 additional Article, except that Article 20 Compensation can only be reopened in the event that the prior year's COLA exceeds 4% or falls below 1%. COLA will be measured by the Consumer Price Index published by School Services of California.~~

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

\_\_\_\_\_  
Journey School Representative

\_\_\_\_\_  
JTA Representative

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

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

## APPENDIX D

### TENTATIVE AGREEMENT

#### Journey School/JTA

#### ARTICLE 20 - COMPENSATION

20.1 ~~Initial p~~Placement and movement on the Salary Schedule shall be based on the following:

~~20.1.1 Base Pay. Base pay for each year of this Agreement shall be as set forth on Appendix B.~~

~~20.1.2 Prior Years of Teaching Experience~~

~~20.1.2.1 \$1,000.00 shall be added to the base for each year of prior teaching experience.~~

~~20.1.2.2 The maximum credit allowable for this addition to the base is for eight (8) years of prior teaching experience, or \$8,000.00 addition to the base.~~

~~20.1.2.3 A "Year" is defined as 180 full 5 hour days of contact teaching in a school year.~~

~~20.1.2.4 If documentation of greater than 135 days in one school year is presented, credit for a full year shall be given.~~

~~20.1.2.5 Part time hours can be added to find the equivalent full time number of days. "Full time" is defined as 900 hours of contact teaching time annually.~~

20.1.1 Yeas of Teaching Experience: Members shall be placed on a step according to their combined years of prior teaching experience (up to 8) and years of teaching experience at Journey School. As example, newly hired unit member with no applicable prior experience shall start at year 1 on the salary schedule. Unit members coming in with 5 years of prior experience shall start at year 6. Unit members coming in with 8 years of prior experience shall start at year 9.

20.1.1.1 Teaching Experience. "Teaching experience" is defined as teaching students in Pre K-12 grades, where the candidate is the paid teacher of record. Has responsibility for lesson planning, lesson presentation, classroom management, etc. of a group of students. The organization must be a school or other organization in which the candidate was employed and received documented compensation. Self-employment or employment in a home based setting does not qualify. School experience can be in public or private school settings. Working as a teaching assistant is not equivalent to working as a classroom teacher.

20.1.1.2 "Journey Experience" is defined as working in a full time teaching position as a teacher of record at Journey School.

20.1.1.3 A “Year” is defined as 180 full 5 hour days of contact teaching in a school year.

20.1.1.4 If documentation of greater than 135 days in one school year is presented, credit for a full year shall be given.

20.1.2 Education, Certification and California Teaching Credential: Members shall be placed in the first column for holding a Bachelor’s Degree. Members shall be placed in the second column for holding a Bachelor’s Degree and teaching credential. Members shall be placed in the third column for holding a Master’s Degree and a California teaching credential. Members shall be placed in the fourth column for holding a Bachelor’s Degree, a California teaching credential, and Waldorf certification. Members shall be placed in the fifth column for holding a Master’s Degree, a California teaching credential, and Waldorf certification.

20.1.3 Advancement: Members shall move from one column to another by earning and presenting eligible credentials, certifications, or degrees.

~~20.1.3.1 — \$3,000.00 will be added to the base for a valid California Teaching Credential appropriate for the position being filled. This addition to the base will be awarded for all Main Class Teachers/Teachers of Record who hold a valid and complete California Preliminary Multiple/Single Subject Teaching Credential or California Clear Multiple/Single Subject Teaching Credential.~~

~~20.1.3.2 — \$1,000.00 will be added to the base for partial completion of a California Teaching Credential appropriate for the position being filled. This addition to the base will be awarded for all Main Class Teachers/Teachers of Record who hold an intern credential or other permit from the California Commission on Teacher Credentialing, excluding a substitute permit.~~

20.1.3.1 Teaching Credential: To qualify for movement ~~an increase~~ based on holding or partial completion of a California Teaching Credential, teachers must present evidence of a valid California teaching credential as appropriate for the position to Human Resources before or on the first day of teaching.

20.1.3.2 Teachers holding a preliminary credential are responsible for clearing their own credential. Teachers are responsible for keeping their credentials current.

20.1.3.3 Waldorf Certification: Documentation is required of valid ~~or partial~~ Waldorf teacher certificate from Journey School, Steiner College, Gradalis, the Waldorf School of Orange County, or the Waldorf Institute of Southern California, or another recognized Waldorf training institution, subject to approval by Administration.

20.1.3.4 To qualify for an increase based on completion ~~or partial completion~~ of a Waldorf Certificate, documentation must be presented to Human Resources by August 15th prior to the first day of instruction.

20.1.3.5 Degrees: To qualify for movement based on the holding of a Bachelor's Degree or Master's Degree, teachers must present evidence of degrees to Human Resources.

~~20.1.3.5 Teachers holding or working towards more than one credential will qualify for not more than a \$3,000 increase under this section 20.1.3. Teachers holding only a substitute permit will not qualify for an increase under this section 20.1.3.~~

20.2 Additional Hourly. It is at the discretion of the school administrator whether to offer \$30 per hour for additional work, pending Council approval. Documentation as to the reason of this decision is required and will be maintained in the employee's personnel file.

#### ~~20.1.4 Waldorf Certificate~~

~~20.1.4.1 \$3,000.00 will be added to the base for a valid fully completed Waldorf Teacher Certificate from a Waldorf training institution as defined in 20.1.4.2. For partial completion of a Waldorf Certificate, \$1,000.00 will be added to the base. To demonstrate partial completion, the unit member must present evidence of completing and passing at least one year's worth of coursework at a Waldorf training institution as defined in 20.1.4.2.~~

~~20.1.4.2 Documentation is required of valid Waldorf teacher certificate from Steiner College, Gradalis, the Waldorf School of Orange County, or the Waldorf Institute of Southern California, or another recognized Waldorf training institution, subject to approval by Administration.~~

~~20.1.4.3 To qualify for an increase based on completion or partial completion of a Waldorf Certificate, documentation must be presented to Human Resources by August 15th prior to the first day of instruction.~~

#### ~~20.1.5 Master's Degree~~

~~20.1.5.1 \$500 will be added to the base for a valid documented Master's Degree in a prioritized and applicable field.~~

~~20.1.5.2 Prioritized and/or applicable fields are at the discretion of the Administration and Journey School Council.~~

~~20.1.5.3 Credit will be given for only one Master's degree, either single subject or Waldorf.~~

~~20.1.5.4 Credit will not be given for multiple Master's concurrently.~~

### ~~20.1.6 Other Educational or Professional Certificates or Degrees.~~

~~20.1.6.1 \$500 will be added to the base for a valid documented professional certificate or degree in a prioritized and applicable field.~~

~~20.1.6.2 Prioritized and/or applicable fields are at the discretion of the Administration and Journey School Council.~~

~~20.1.6.3 Examples of this might include a Doctorate degree, an Administrative Services credential, a Special Education credential, Pupil Services Credential, second credentials or certificates in additional specialized areas, bilingual education credential, etc.~~

~~20.1.6.4 Additions to the base for any second or additional valid California credentials may be considered only under this section. Authorization to instruct English Language Learners will be considered to be part of the required Multiple or Single Subject Credential and not an additional credential.~~

~~20.1.7 Additional Hourly. It is at the discretion of the school administrator whether to offer \$30 per hour for additional work, pending Council approval. Documentation as to the reason of this decision is required and will be maintained in the employee's personnel file.~~

## ~~20.2 Journey Experience~~

~~20.2.1 "Journey Experience" is defined as working in a full time teaching position as a teacher of record at Journey School.~~

~~20.2.2 An increase on the base will be added per year of service as a teacher of record at Journey School as set forth in Appendix B.~~

~~20.2.3 A teacher must serve 75% of the school year in order to qualify for the annual increase.~~

~~20.2.4 Credit for "Journey Experience" will be added to the base at the end of each school year and will be reflected in the first pay check of the academic year immediately following the school year in which the qualifying service was rendered.~~

~~20.2.5 Credit will not be given for "Prior years of experience" and "Journey Experience" concurrently. That is, the employee to be placed on the schedule must be calculated using only one of these for each year of teaching, not both, and a year of teaching therefore counts for only one or the other.~~

## **20.3 Payday**

20.3.1 Payday shall be twice monthly during each month of service included in the teacher calendar. The first paycheck each school year will be issued after the first scheduled day of the teacher calendar each fall, and the last paycheck will be issued on the

regular pay date following the last scheduled day of the teacher calendar, including required summer training.

**20.4 Salary Rates**

20.4.1 The Formula for Ongoing Salary Schedule placement for unit members is attached to this Agreement as Appendix B.

20.4.2 Unit members will be placed on the revised Salary Schedule, including any relevant degrees or certificates which have been completed by the first day of school.

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

\_\_\_\_\_  
Journey School Representative

\_\_\_\_\_  
JTA Representative

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

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



## **Journey School Local Indicators – 2024-2025 Board Report**

The California Department of Education (CDE) established eight priorities, which must be addressed as part of the state’s new accountability system. Some of the indicators are automatically calculated by state-captured data, while several of the state priorities are measured using data collected only at the local level. These are referred to as the “Local Indicators”. The five local indicators that pertain to Journey are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

After collecting data, Journey used a variety of self-reflection tools created by the State Board of Education to measure and report its performance and progress (either “met”, “not met” or “not met for two or more years”) to the board and finally, to the public via the California School Dashboard each fall.

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP).

### **Journey School local indicators and performance levels are presented below:**

Priority 1: Basic Conditions at School: MET

Data: SARC, FIT, CA Dashboard Self-Reflection Tool, CalSAAS

Priority 2: Implementation of State Academic Standards: MET

Data: CA Dashboard Self-Reflection Tool

Priority 3: Parent Engagement: MET

Data: Local Surveys, Volunteer Rates, Participation/Engagement Rates

Priority 6: School Climate: MET

Data: Local Surveys and analysis of student perceptions of school safety and connectedness

Priority 7: Access to a Broad Course of Study: MET

Data: CA Dashboard Self-Reflection Tool, Review of Master Schedule

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

NAME	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO/NOTES
<b>ADMINISTRATION and STUDENT SUPPORT</b>			
Gavin Keller	Executive Director	Salary/Exempt <b>BENEFITS</b>	
Shelley Kelley	Education Director	Salary/Exempt <b>BENEFITS</b>	
Amanda Simmons	Independent Study Director	0.25 FTE (.5 Teacher) Salary/Exempt <b>BENEFITS</b>	
Grace LaHatt	Office Manager and HR Specialist	Salary/Exempt <b>BENEFITS</b>	
Kris Reynolds	Admin Asst: Enrollment, Communication, After School Programs Coordinator	Salary/Exempt <b>BENEFITS</b>	
Shoon O'Neill	Admin Asst: Registrar, Attendance, Reception	Salary/Exempt <b>BENEFITS</b>	
Janet Gates	Information Technology Specialist and Office Support	Salary/Exempt <b>BENEFITS</b>	
Gaylen Corbett	Admin Assistant: Business Specialist/Accounts Payable	Salary/Exempt <b>BENEFITS</b>	
Jenny Wilkes	Admin. Assistant: School Nurse	Hourly/Non-Exempt	Substitute when needed
Delaney Stelman	Admin Assistant: School Nurse	Contract with Brightstar Care	
Cadence Lusinsky	Counselor	Salary/Exempt <b>BENEFITS</b>	
Emily Landrum	Counselor	FTE Salary/Exempt <b>BENEFITS</b>	
Jaime Lloyd	Receptionist/Communication Support	Hourly /Non-Exempt <b>BENEFITS</b>	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Vivienne Benjamin	Social Media and Event Support	Hourly /Non-Exempt/Part time	
TBD	Counselor Intern	Contract/MOU with local Universities	No cost - SEEKING

MAIN CLASS TEACHERS	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
April Martin	Main Class Teacher	F/T, Salary/Exempt	
Hellene Brodsky-Blake	Main Class Teacher	F/T, Salary/Exempt	
Jill Murphy	Main Class Teacher	F/T, Salary/Exempt	
Fiona Kephart	Main Class Teacher	F/T, Salary/Exempt	
Amanda Simmons	Independent Study Teacher	.5 F/T, Salary/Exempt	At employee request, reduced role to .75 FTE including admin duties
Lindsey Ponzo	Independent Study Teacher	F/T, Salary/Exempt	
Kayla Pennington	Main Class Teacher	F/T, Salary/Exempt	
Kelli Garcia	Independent Study Teacher	F/T Salary/Exempt	
Lisa O'Neill	Independent Study Teacher	F/T, Salary/Exempt	
Kelly Larson	Main Class Teacher	F/T, Salary/Exempt	
Dennis Kephart	Main Class Teacher	F/T, Salary/Exempt	
Stacy Kinney	Main Class Teacher	F/T, Salary/Exempt	
Jeannie Lee	Main Class Teacher	F/T, Salary/Exempt	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Andrew Goetz	Main Class Teacher	F/T, Salary/Exempt	
Julia Cameron	Main Class Teacher	F/T, Salary/Exempt	
Rita Kandel	Main Class Teacher	F/T, Salary/Exempt	
Kristi Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
Jennifer Tarr	Main Class Teacher	F/T, Salary/Exempt	
<del>Chandler Boyer</del>	<del>Main Class Teacher</del>	<del>F/T, Salary/Exempt</del>	Not returning
Michele Carothers	Main Class Teacher	F/T, Salary/Exempt	New Hire
Paul Breazeale	Main Class Teacher	F/T, Salary/Exempt	
Heather Boley	Main Class Teacher	F/T, Salary/Exempt	
Jess Johnston	Main Class Teacher	F/T, Salary/Exempt	
Katie Blacker	Main Class Teacher	F/T, Salary/Exempt	
Adam Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
<del>Maisony Schendel</del>	<del>Main Class Teacher</del>	<del>F/T, Salary/Exempt</del>	Not returning
Catherine Ji	Main Class Teacher	F/T, Salary/Exempt	Short Term Staff Permit and Intern CA Credential Programming

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

CERTIFICATED INSTRUCTIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Suzanna Bortz	Remedial Support Lower Grades	16 periods contact 5 prep <b>HOURS DEPENDENT ON TITLE I FUNDING</b>	
Erin O'Neill	Middle School Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Lindsey LaFleur	Middle School Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Pam Klevit	Elementary Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Miscellaneous	Guest Teachers/Subs.	As needed EXEMPT	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Special Education	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Caryn Kaufman	Special Education Program Specialist (Administrator)	Salary/Exempt <b>BENEFITS</b>	
Alyson Wunderlich	Education Specialist	Salary/Exempt <b>BENEFITS</b>	
Grace Stewart	Education Specialist	Salary/Exempt <b>BENEFITS</b>	
Ashley Grey	Education Specialist	Salary/Exempt <b>BENEFITS</b>	
Marlena Ambrose	Education Specialist	Salary/Exempt <b>BENEFITS</b>	New Hire (Due to Increase in # of anticipated IEPs – new enrollment)
Alyse Eckstrom	Speech Language Pathologist	Salary/Exempt <b>BENEFITS</b>	
Savannah Diasdado	Speech Language Pathologist Assistant	Salary/Exempt – PART TIME <b>BENEFITS</b>	New Hire
Dee Marzal	Occupational Therapist	Salary/Exempt – Part Time (16-20 hours)	
Paraprofessionals	Paraprofessionals	NA – Full time (30 hours)	Contract with Strategic Kids
Lisa Ryan	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Christina Gabrielson	School Psychologist	NA – Part Time	ADDITIONAL PSYCH NEEDED DUE TO INCREASE IN SPECIAL EDUCATION NUMBERS AND RELATED ASSESSMENTS - Contracted Service with Effectual Education
Kimberly Smith	School Psychologist	NA – Part Time	ADDITIONAL PSYCH NEEDED DUE TO INCREASE IN SPECIAL EDUCATION NUMBERS AND RELATED ASSESSMENTS - Contracted Service with Effectual

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

			Education
Various	Specialized Services (Vision Therapy, Audiology, Assistive Technology, etc)	NA – Part Time	Contracted Services with Effectual Education and BrightStar Care

SPECIALTY Teachers	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Lindsay Fredrickson	Festival support and music teacher mentor	20 hours for 9 weeks of school year	Mentorship role concludes
Samira Kasraie	Music Teacher Grades 1-3 and 7 <sup>th</sup> /8 <sup>th</sup> music elective	16 classes 8 prep 8 hours music support in main lesson <b>BENEFITS</b>	Not Returning
TBD	Music Teacher Grades 1-3 and 7 <sup>th</sup> /8 <sup>th</sup> music elective	16 classes 8 prep 8 hours music support in main lesson <b>BENEFITS</b>	Hiring
Brandon Wickes	Garden Instructor	12 classes 6 prep 12 hours maintaining gardens <b>BENEFITS</b>	
Devan Steele	Strings	14 classes 7 prep 3 hours music dept. coordination	
Billy Alexander	Music Elective: Guitar	2 classes 1 prep	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Nicola Wellner	Handwork Grades 5-8	18 classes 9 prep 3 hours specialty program coordination 2 hours assisting Independent Study <b>BENEFITS</b>  50-75 hours annually to work with Parent Cabinet to plan Harvest Faire – reimbursed by PC through their general/annual contribution to the school budget.	
Amanda Hammond	Handwork Grades 1-4	18 classes 9 prep 2 hours assisting Independent Study <b>BENEFITS</b>	
Tania Marquez	Lower Grades Art Enrichment and 7 <sup>th</sup> /8 <sup>th</sup> Grade Visual Arts	16 classes 8 prep <b>BENEFITS</b>	
Joy Halverson	Games/ Movement	18 classes 9 hours prep <b>BENEFITS</b>	
Sergio Huerta	Games/ Movement	16 classes 8 hours prep <b>BENEFITS</b>	
Joshua Crawford	Woodwork	16 classes 8 hours prep <b>BENEFITS</b>	
Janet Caballero	Spanish (Grades 1-8)	20 classes 10 hours prep <b>BENEFITS</b>	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

CLASSIFIED/INSTRUC-TIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Jahtziry Hernandez	Kindergarten Assistant	NON EXEMPT 25 hours per week <b>BENEFITS</b>	Potentially eligible for benefits with additional Little Acorns hours
Karen Dillingham	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Erin Warrack	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Isabella Ortiz	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Summer Jones	TK Kindergarten Assistant	NON EXEMPT 25 hours per week <b>BENEFITS</b>	Not Returning
TBD	TK Kindergarten Assistant	NON EXEMPT 25 hours per week <b>BENEFITS</b>	Seeking
Laura Valle	Kindergarten Assistant Independent Study and 1 <sup>st</sup> Grade Assistant	18 hours per week	3 days per week – Wildflower kindergarten
Lily Shaw	ISP First Grade Assistant	NON EXEMPT 12 hours per week	
Josiah Adams	First Grade Assistant	NON EXEMPT 30 hours per week <b>BENEFITS</b>	
Raz Allen	First Grade Assistant	NON EXEMPT 30 hours per week <b>BENEFITS</b>	
Rachel Verbeek	Violin Assistant	NON EXEMPT 16 hours per week	
Vianney Figueroa	Handwork Assistant	NON EXEMPT 16 hours per week	
Sergio Huertas	Campus Supervision and Custodial Support	NON EXEMPT 11 hours per week <b>BENEFITS</b>	
Carmen Paez	Campus Supervision Lead And Campus Support	NON EXEMPT 35 hours per week <b>BENEFITS</b>	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Tania Marquez	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 12 hours per week <b>BENEFITS</b>	
Sarah Kandel	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 28 hours per week	
Darren Utterback	Substitute Teacher, and Campus Support, Maintenance Support	NON EXEMPT 40 hours per week <b>BENEFITS</b>	
June Hamlin O'Connor	Substitute Teacher, Intervention and Campus Supervision Support	NON - EXEMPT 28 hours per week	New Hire
Joshua Crawford	Construction/ Maintenance	NON EXEMPT 5 hours per week <b>BENEFITS</b>	
Other Misc Campus Supervisor support: Hourly Staff	Campus Supervisor -Before School -After School -Lunch -Recess	NON EXEMPT Approximately 20-25 hours per week of paid support	
Specialty Teacher Meetings/Performances	Specialty Teachers	NON EXEMPT Approximately 8-10 hours per week of collaborative meetings	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Little Acorns Staffing*	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Kris Reynolds	Coordinator	EXEMPT – Salary <b>BENEFITS</b>	Responsibilities and duties added to a current administrative assistant. Conversations are underway
Jahtziry Hernandez, Erin Warrack,	Little Acorns Leads	NON EXEMPT up to 15 hours per week*	New Role for employee in addition to assistant hours during kindergarten day
Lily Shaw, Summer Jones, Laura Valle, Issy Ortiz, Anna Whitney, Zephyr Reynolds, Vivienne Benjamin	Little Acorns Assistants	NON EXEMPT up to 15 hours per week*	New Role for employee in addition to assistant hours during independent study school day
Lucas Marquez/Various	Little Acorns Assistant	15-25 hours per week	ELOP Contract with Strategic Kids

\*Little Acorns is a fee-based aftercare program for kindergarten and transitional kindergarten students. Staffing needs/scheduled hours will ultimately depend on enrollment

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

CONTRACTORS	TITLE/GRADE	Description/Duration	OTHER INFO
ExED	Business Services	See Contract	See Contract
Earth Roots	Eco-Literacy/Gardening	See Contract	Estimate \$25,750 annually
Black Tiger	IT Consultant	Special projects and complex diagnostics	Estimate \$10,000 annually
David Bocanegra – OC Janitorial Services	Janitorial Service	See contract	Estimate \$60,000 annually
Various	Waldorf Consultants	Provide professional development opportunities and Parent Education on campus	Estimate \$7,000 annually
Effectual Education	Special Education	Psychologist, Assistive Technology, Vision/Hearing Testing, Physical Therapist, Assistive PE, Speech Language Pathologist Assistant	Estimate \$300,000
BrightStar Care	Special Education	1:1 Nurse, 1:1 Caretaker	Estimate \$85,000
BrightStar Care	School Nurse	Nurse Monday – Friday	Estimate \$85,000
STRATEGIC KIDS	Staffing	Special Education Paraeducators/Substitutes	Estimate \$300,000
STRATEGIC KIDS	Staffing	ELOP	Estimate \$180,000 annually
CUSD	Staffing – Lunch Services	Provide employee to heat and serve lunches. Reimbursed through meals claimed at National School Lunch Program (if we become our own School Food Authority).	Estimate \$33,750

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

ADDITIONAL HOUR AGREEMENTS PER CBA	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Up to 5 Main Class Teachers (Admin and mentoring services for Certification Program)	Extra Duty Stipend	Hourly Stipend per CBA	8 hours monthly EACH
1 Main Class Teacher (mentoring for new Main Class Teacher hire)	Extra Duty Stipend	Hourly Stipend per CBA	5 hours monthly TOTAL

DRAFT

## Reading Difficulties Screener – K-2

In accordance with [California Education Code Section 53008](#), all California local education agencies (LEAs) are required to assess students from kindergarten to grade two for risk of reading difficulties with a screener from a CA Department of Education (CDE)-approved list beginning no later than the 2025-26 school year.

Key information:

- CDE-approved list of screening instruments and information: There are 4 screeners that are approved for use. A side-by-side comparison is displayed below and a link here to read more information about each: [Approved List of Screening Instruments and Information Overviews](#)
- On or before June 30, 2025, LEA governing boards must adopt a screener from the approved list
- [Section 117 of Senate Bill 153](#) appropriates funds for training educators to administer the screener in kindergarten through grade two. Funds are allocated on a per-pupil basis using each LEA’s 2023-24 enrollment data for kindergarten through grade two.

### Reading Difficulties Screener Comparison Table

Feature/Criteria	Multitudes	Amira	mCLASS with DIBELS	ROAR
<b>Developer/Research Base</b>	CAST & University of Oregon; grounded in UDL & science of reading	Carnegie Mellon/Amira Learning; AI-based oral reading tool	University of Oregon; long history of use in early literacy	Stanford University; gamified digital tool
<b>Assessment Domains</b>	Phonological awareness, decoding, language comprehension, cognitive flexibility	Oral reading fluency, accuracy, comprehension	Phonemic awareness, phonics, fluency, comprehension	Word recognition, decoding, fluency
<b>Accessibility &amp; Equity Focus</b>	Strong UDL design; designed for multilingual learners and students with disabilities	Some dialect/language limitations	Limited support for multilingual learners; time pressure	Gamified and engaging but limited support for diverse learners
<b>Administration Style</b>	Computer-based (teacher administered – students are not on computer), untimed, adaptive	AI listens to oral reading; auto-scoring	Teacher-administered; timed tasks	Self-guided, online; student-paced
<b>Diagnostic Depth</b>	High—includes cognitive and linguistic processing factors	Moderate—focused on fluency and error types	Moderate—surface-level screening of foundational skills	Low to moderate—focus on speed and accuracy

<b>Teacher Burden</b>	Low—automatic scoring and reports; minimal training needed	Moderate—teachers must interpret complex data	High—requires direct administration and analysis	Low—auto-scored, though limited reporting depth
<b>Best Fit For</b>	Inclusive schools; early and accurate diagnosis of diverse learners	Quick oral reading checks; classrooms using AI tools	Broad-scale RTI/MTSS systems; frequent progress monitoring	Engaging tools for quick insights; classrooms with tech access
<b>Limitations</b>	Newer tool—adoption support may be evolving	May misinterpret dialects or speech differences	Time-consuming; possible equity concerns	Lacks depth; may miss subtler learning difficulties
<b>Cost</b>	\$4.99 - \$20.00 per student/year. Price range dependent on options included.	\$12 per student/year	\$0 per student	\$0 per student
<b>Training Cost</b>	\$7,500	\$8,900	\$800-\$2000	\$0

### **Journey School Recommendation: Multitudes**

Multitudes stands out as the most comprehensive, equitable, and forward-thinking reading difficulties screener among the tools compared. Unlike traditional screeners that emphasize speed or rely heavily on oral responses, Multitudes is grounded in the principles of the science of reading *and* Universal Design for Learning (UDL). This dual foundation allows it to not only identify who is struggling but also begin to uncover *why*—a critical distinction for effective early intervention.

Its digital, untimed, and adaptive format ensures that students with speech or language differences, learning disabilities, or multilingual backgrounds are assessed more fairly. Unlike tools like mCLASS with DIBELS or Amira, which may inadvertently penalize students for differences in dialect or processing speed, Multitudes is built to minimize bias and account for cognitive variability. Additionally, it includes measures of working memory and attention, going beyond surface-level reading metrics to provide a richer, more actionable profile of each learner.

Moreover, Multitudes significantly reduces teacher burden with automated administration and intuitive reporting, while still offering diagnostic depth. Schools can use this data not only for Tier I screening but to begin targeting Tier II and III interventions—making it not just a screener, but a strategic tool for MTSS or RTI frameworks.

# JOURNEY School



## **SCHOOL HANDBOOK**

Approved 6.25.24

27102 Foxborough  
Aliso Viejo, CA 92656  
(949) 448-7232-Phone  
(949) 448-7256-Fax

[www.journeyschool.net](http://www.journeyschool.net)

## CONTENTS

<b>Administrative Welcome</b> .....	<b>4</b>
School Purpose, Mission and Core Values .....	5
Parent Partnership Agreements .....	6
<b>PRACTICAL INFORMATION</b> .....	<b>7</b>
School Hours .....	7
Parking and Drop-off .....	7
Late Arrival .....	7
Dismissal/Pick-Up .....	7
Minimum Days .....	7
After School Care .....	8
School Calendar .....	8
<b>HISTORY OF JOURNEY SCHOOL</b> .....	<b>9</b>
<b>PHILOSOPHY</b> .....	<b>9</b>
<b>JOURNEY SCHOOL EDUCATIONAL PROGRAM</b> .....	<b>10</b>
<b>SCHOOL INFORMATION</b> .....	<b>11</b>
<i>Aesthetics and School Environment</i> .....	11
Festivals and Celebrations .....	12
<i>Enrollment Guidelines</i> .....	12
<i>Articulation</i> .....	13
<i>English Language Learners</i> .....	13
<i>Special Education Students with Disabilities</i> .....	14
<b>STUDENT ASSESSMENT</b> .....	<b>14</b>
<i>Measurable Student Outcomes</i> .....	14
<i>Standardized Testing</i> .....	14
<b>PARENT INVOLVEMENT</b> .....	<b>15</b>
<i>Support through Volunteering</i> .....	15
<i>Commitment to Educational Program and to Parent Education</i> .....	15
<i>Support the School's Media Expectation</i> .....	15
<i>Support the Snack and Lunch Guidelines</i> .....	15
<i>Support Ecological Awareness</i> .....	16
<b>VOLUNTEER STRUCTURE</b> .....	<b>16</b>
Volunteer Guidelines .....	16
<b>ORGANIZATIONAL STRUCTURE</b> .....	<b>18</b>
Governance .....	18
Council Meetings .....	19
<b>HEALTH RELATED ISSUES</b> .....	<b>19</b>
Medication .....	19
Allergies .....	19
Contagious Illnesses .....	20
Accidents/Emergencies .....	20
Emergency Release Form .....	20
<b>FIELD TRIPS</b> .....	<b>20</b>
<b>CAMPUS SAFETY</b> .....	<b>21</b>
Classroom Observation Policy .....	21
<b>POLICIES, PROCEDURES, and Guidelines</b> .....	<b>22</b>
Media and Technology .....	22
Cell Phones/Electronic Devices .....	24

Dress Code.....	24
Attendance .....	24
<b>EMERGENCY SITUATIONS.....</b>	<b>27</b>
Emergency School Closure .....	28
<b>DISCIPLINE and BEHAVIOR .....</b>	<b>28</b>
Discipline Guidelines FOR GRADES 1-8 .....	28
Bullying and Harassment Policy .....	29
Sending a Child Home (Suspension/Expulsion).....	32
<b>OTHER POLICIES.....</b>	<b>38</b>
Policy on Collection of Student INformation from Social Media.....	38
Journey School Free Speech .....	39
Journey School Pupil Fee Policy .....	40
Uniform Complaint Policy .....	43
<b>COMMUNICATION.....</b>	<b>49</b>
Communication Model.....	49
Email Policy and Procedures.....	50
<b>FUNDING/FUNDRAISING.....</b>	<b>51</b>

## **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 each school year. After all, many years ago, 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. We are dedicated to the realization of this initial impulse to create a thriving Waldorf-inspired public charter school for all children and look forward to striving towards success, together.

Sincerely,

Gavin Keller  
Executive Director  
Journey School

## SCHOOL PURPOSE, MISSION AND CORE VALUES

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

**Mission:** Rooted in the core principles of Public Waldorf Education, Journey School awakens curiosity in the whole child and cultivates ingenuity, compassion, and moral courage, leading Journey children towards a world of lifelong learning. The program is available for all students in K-8 and is dedicated to the optimal development of the whole child in educating the Head, the Heart and the Hands.

**HEAD – Thinking/Ingenuity:** Journey’s Waldorf-led faculty fosters academic growth throughout the grades, by *balancing* imagination, risk-taking, and critical thinking with respect for the individual child.

**HEART – Feeling/Compassion:** Illuminating the goodness of what the world offers, Journey and its family-like community fiercely protect each child with an abundance of kindness, generosity, and gratitude for purposeful learning.

**HANDS – Willing/Moral Courage:** Holding students to the highest standards, the Journey community champions each child in their development for shouldering the willingness to fearlessly advocate social justice and environmental awareness. Centered on relationships, the Journey School community strives to develop as human beings so that each may bring their highest potential forth in service of their families, communities, and all of humanity.

**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	Transformative Transparent Accessible Diverse Accountable

## **PARENT PARTNERSHIP**

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 Partnership statements have been developed. As partners:

### **The School Will:**

- Provide a safe, positive, nurturing learning environment and program with an excellent team of educators committed to teaching Waldorf education.
- Respect all community members.
- Keep parents informed of their children's learning progress.
- Provide continuing parent development opportunities.
- Solicit needed and appropriate parent involvement in school and classroom activities.
- Follow the school's guidelines for open, direct, and effective communication.
- Work together with each other, parents, and students to solve concerns.
- Strive for excellence and continued improvement.
- Hold ourselves accountable to the highest ethical, professional, and teaching standards.

### **Parents Will:**

- Assure their child regularly attends the full day, only missing due to emergency or illness. Drop off and pick up on time—repeated tardies and chronic absenteeism are not acceptable.
- Follow the school's guidelines for open, direct communication.
- Work together with teachers, administration, and other parents to solve concerns.

### **The School Encourages Parents To:**

- Read the School Handbook and follow the school's policies, procedures, and practices, including the policies concerning snack and lunch expectations, media, homework, and dress code.
- Attend parent events or festivals, conferences, class and community meetings.
- Provide a home life for their child that supports the school's philosophy, including a rhythmic daily and weekly schedule, adequate sleep, a nutritious diet, minimal or no electronic media exposure as per the media guidelines, and positive discipline.
- Volunteer at the school, with the goal being a minimum of 5 hours per month on average.
- Participate in the school's "Annual Giving" program to the degree they are financially able so that the school can provide a full Waldorf program for all students.

## **PRACTICAL INFORMATION**

For additional explanation see section concerning Policies and Procedures.

### **SCHOOL HOURS**

#### **Kindergarten**

Regular Days are 9:00 am – 1:00 pm  
Minimum Days are 9:00 am – 12:15 pm  
First and Last Day of School 9:00 am – 11:00 am

#### **Grades 1-8**

Regular Days are 8:40 am – 3:05 pm  
Minimum Days are 8:40 am – 1:00 pm

### **PARKING AND DROP-OFF**

Parking is in the Journey School parking lot and student drop off is encouraged and available for all students. Detailed parking and drop-off policies can be found on the school website.

Supervision on the front playground will begin at 8:00 for students who arrive on campus early.

### **LATE ARRIVAL**

Please do everything in your power to help your child arrive at school on time. The beginning part of the instructional day is vital time and helps to set a calm rhythm and positive frame of mind. We want all students to participate in the important activities that occur at the beginning of the day and must minimize disruptions to important instructional time by latecomers. If your student arrives after the designated start time, please report to the office and our tardy protocol (see policies and procedures) will be followed. Thank you for fully embracing this responsibility.

### **DISMISSAL/PICK-UP**

Kindergarten students may be picked up at the designated pick-up areas at the front of the school. Grades students may be picked up at the designated pick-up location at the front and the back gate of the school. Students in grades 4-8 and siblings may also exit the back gate towards Woodfield Drive. Detailed parking lot locations and procedures can be found on the school website.

Please be timely in picking up your child after school. 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 and the student may wait for you in the office. Please note, students who remain at pick up locations for more than 15 minutes after posted dismissal time will be escorted to the office and/or placed in an aftercare program, child care will be charged to parents at the drop-in rate of the aftercare program.

### **MINIMUM DAYS**

All Wednesdays are minimum days for Kindergarten through Grade 8 to promote effective staff collaboration in the afternoon hours. There will also be minimum days scheduled in the fall and in the spring to facilitate parent-teacher conferences. Please reference the school's master calendar for a listing of all minimum days.

### **AFTER SCHOOL CARE**

*Grades 1-8:* A variety of after school programs are currently offered on campus by outside providers. Journey School facilitates the opportunity for these programs but does not oversee them. Information regarding these programs is listed on the [School website](#). Child care is available until 5pm daily.

*Transitional Kindergarten and Kindergarten (TK/K):* Journey School operates *Little Acorns*, which is an extension of the TK/K day with programming until grades dismissal OR 5:00pm daily. This is a fee-based program and further information regarding *Little Acorns* is listed on the [School website](#).

## **SCHOOL CALENDAR**

Please visit [www.journeyschool.net](http://www.journeyschool.net) to access a current version of Journey School's coordinated master calendar, including first and last days of school, official school holidays, and parent-teacher conferences.

## **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 must be renewed by CUSD every 5 years, and was renewed in 2005, 2010, 2015 and 2020.

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. Journey School currently serves kindergarten through grade eight in a seat-based program and also offers home-based and hybrid independent study programs, with a total student enrollment of approximately 575 students. Please see the charter document on our website for more information about charter schools.

## **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

Journey School teachers are committed to educating the whole child and endeavor to foster the unfolding of each child's full potential. The primary objective of Journey School is to enable 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.

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 strives to offer parent development and other learning opportunities for families throughout the school year.

## **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 Common Core State Standards (CCSS); however, there are differences in the scope and sequence in which they are presented. For example, under CCSS, 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 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 multiple grade levels. 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, farming, digital media literacy, civics, 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. Violin is introduced in fourth grade and other instruments, including the ukulele, recorder and guitar, are electives 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.

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.

Digital Media Literacy is taught in grades 6-8. This is a pro-active program that provides students with the skills and guidance necessary to make ethical choices in an era marked by powerful technology and ever-changing forms of media.

A reverence and sense of guardianship for the earth and all her inhabitants are nurtured through seasonal festivals, classroom activities, gardening, recycling, field trips, and specifically through our eco-literacy program. Journey School offers a sound eco-education where critical and ethical thinking are inherent in the curriculum, where nature and the environment are the larger classroom, where service is a natural extension of educational activities. Journey's public Waldorf-based education is known to foster cross-disciplinary learning, high levels of social and emotional intelligence, and creative problem solving, along with global awareness and environmental stewardship in students. Journey School prepares children to become innovative and inspired leaders needed to sustain the world.

### ***Aesthetics***

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.

## **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.

## **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. Parents must review, sign, and return permission slips (including liability release forms) to the school as a requirement for student participation. In some cases, 3<sup>rd</sup> party liability forms and documentation (typically from an outfitter that the school has contracted with) may also need to be completed by parents as an additional requirement for their child's participation.

Field trip transportation/carpools will depart from Journey School at a specified time designated by the teacher. Timing will be clearly communicated to parents and displayed on permission slips. Please arrive at school prior to the departure time; transportation will not wait to accommodate latecomers. If you are delayed, field trip transportation becomes your responsibility.

Chaperones and drivers are required to complete a "School Volunteer Application Form," and must have a criminal background check and fingerprinting completed prior to volunteering. A tuberculosis screening may also be required.

## ***ENROLLMENT***

As a public charter school, Journey School is open to any child residing in Orange County or adjacent counties. We provide 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/lottery will be held.

The application process requires parents to submit their child's application during an open enrollment window for one of our three programs (Independent study, in-person, and a hybrid of these two options). Additionally, we expect that a family will attend an enrollment tour and read this handbook and acknowledge they have read the information and have made an informed choice when choosing Journey School.

## ***No Shows (For New Students)***

The Administration uses the following guidelines to determine when a student is a "No Show":

- a. Student does not attend school for three (3) consecutive days including and immediately after the first day the student is expected to be in attendance at Journey School and such absences are unexcused
- b. Student is not ill and did not experience a death in the immediate family.
- c. Parents/guardians did not give the school prior notice of the student's absence and receive approval from the school.

The School will attempt to reach the Parent/Guardian on a daily basis for each of the first three days to determine whether the student has an excused absence. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation.

If a student is designated as a "No Show", then his/her space will be forfeited and offered to the next student on the waiting list if the class is not closed. A notice of non-attending student will be sent to the district of residence.

## Age Requirements

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

Grade	Age Requirements
<del>Transitional Kindergarten</del>	<del>Must turn 4 years old by September 1<sup>st</sup> of current school year.</del>
<del>Transitional Kindergarten (TK)/Kindergarten</del>	<del>Must turn 5 years old prior to September 1<sup>st</sup> or for TK turn 5 years old between September 1<sup>st</sup> and June 1<sup>st</sup>.</del>
1 <sup>st</sup>	Must turn 6 years old prior to June 1 <sup>st</sup>
2 <sup>nd</sup>	Must turn 7 years old prior to June 1 <sup>st</sup>
3 <sup>rd</sup>	Must turn 8 years old prior to June 1 <sup>st</sup>
4 <sup>th</sup>	Must turn 9 years old prior to June 1 <sup>st</sup>
5 <sup>th</sup>	Must turn 10 years old prior to June 1 <sup>st</sup>
6 <sup>th</sup>	Must turn 11 years old prior to June 1 <sup>st</sup>
7 <sup>th</sup>	Must turn 12 years old prior to June 1 <sup>st</sup>
8 <sup>th</sup>	Must turn 13 years old prior to June 1 <sup>st</sup>

Exceptions may be made to these age cutoffs only with the consent of the class teacher, administration, 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 administration.

## English Language Learners (ELs)

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 English Language Proficiency Assessment of California (ELPAC) to determine their English fluency. If a student is identified as an English Language Learner, s/he will be provided English Language Development (ELD) support within the general education classroom and will annually take the ELPAC 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 operates as its own local educational agency (“LEA”) and has attained membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). As such, Journey School develops and implements Individualized Education Programs (IEPs) for Journey School students with special needs and ensures that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations. At times, Journey School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) and may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

## **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. 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.
- 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.
- Illuminate Education benchmark testing for all students in grades 3-8 to monitor ongoing progress on Common Core State Standards.

### ***Standardized Testing***

Journey School students participate in annual California Assessment of Student Performance and Progress (CAASPP) assessments in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and Science in grades 5 and 8. These tests are taken on computers as the test delivery system utilizes computer adaptive testing technologies.

It is expected that Journey School students will perform at a level that meets the state’s standards. However, 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.

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 administration.

## ***PARENT INVOLVEMENT***

To sustain the high-quality educational experience provided at Journey, each family is encouraged 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 volunteerism is encouraged. Volunteer activities include making/prepping crafts, special classroom cleaning, doing laundry, bringing flowers or food, sewing and making costumes, prepping classroom materials, chaperoning outdoor education trips, and assisting in specialty classes such as foreign language or art and others. Playground, garden and site beautification are also 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, gardening, fundraising, marketing, grant writing, budgeting 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.

Please see volunteer guidelines below for more information and requirements to be a volunteer.

### ***Commitment to Educational Program and to Parent Education***

Parents are encouraged to provide a home life for their child that supports the school's philosophy, including a rhythmic daily and weekly schedule, adequate sleep, a nutritious diet, minimal or no electronic media exposure as per the media guidelines, and positive discipline.

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 screen-time 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, tablets, recorded music, movies, etc.) for their children. We encourage the complete elimination of electronic media during the school week, from Sunday late afternoon to Friday after school, for grades K-2. We support the use of media and/or technologies for educational purposes for students enrolled in grades 3-8 and for all students who rely on technologies as an accommodation determined appropriate by a team including the student's teachers, administration and parents.

### ***Support the Snack and Lunch Guidelines***

Journey School partners with Capistrano Unified School District Food and Nutrition services to provide students access to a daily breakfast and daily lunch.

If you send lunch from home, please send healthy foods and as little sugar as possible. Gum, candy, soda, juices, other drinks, as well as other unhealthy foods are not permitted for consumption at school. Please pack only water for your child to drink at school. Drinking fountains and purified water are also available at school.

Lastly, Journey School is considered an “Allergy Aware” campus. Nut-free snacks and nut-free lunches are encouraged in order to decrease the likelihood of allergen exposure on campus for students with life-threatening allergies. More detail can be found within the Health-Related Issues section below.

### ***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***

**(Please review the Journey Volunteer Handbook and application process, which is available in the office and on the school website.)**

Volunteering at Journey School is not required; however, each Journey School family is encouraged to become involved in the school and volunteer if they are able to support the school. Possible volunteer activities include, but are not limited to:

- 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 volunteerism can be time consuming and challenging, 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 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.

### ***VOLUNTEER GUIDELINES***

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more Journey students, who are compensated by parents or another organization, must also comply with this policy. Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, or outside the school setting as part of an extracurricular activity. A person who comes to the school for a **one-time special event**, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

### **Screening Requirements for all Volunteers**

- Complete and submit for approval a Journey School Volunteer Application
- Present some form of current government-issued photo identification (driver’s license, passport, military ID, other government identification). If you are unable to present government-issued identification, the school will accept other methods and documents (e.g., baptismal certificate). After the school verifies a volunteer’s identity, volunteers will generally be able to sign in with just

their names for future visits understanding the school may need to request some form of identification in some circumstances to protect student safety.

- Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>).
- The school reserves the right to also ask for TB clearance. Upon request, a volunteer would then need to present a Tuberculosis clearance card. (Valid for 4 years.)
- Sign in/out on the "Volunteer Sign-in Sheet" located at the main office.
- Display a volunteer identification badge when volunteering.

Further Screening Requirements for volunteers supervising students (without direct oversight/supervision of teachers). This may include leading small group activities, field trip chaperones, carpool drivers, etc.

- Be fingerprinted by taking a completed Request for Livescan form to any DOJ- approved Livescan company with photo I.D. and payment. (In cases of financial hardship, Journey may subsidize the "rolling fee" cost of Livescan fingerprinting. Inquire at the school office.)
- Wait one to two weeks; call Journey to ensure your fingerprints have been processed and you have received clearance.
- Proof of current automobile insurance is required for field trip carpool drivers

**Non-professional volunteers must report suspected cases of child abuse or neglect to the school administrator or professional staff, who are mandated reporters. (Penal Code Section 11165.7).**

**Acceptance as a volunteer is based on factors including, but not limited to the following:**

- Complete all screening requirements
- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- When requested, Tuberculosis (TB) Clearance (for volunteers with any student contact)
- Positive attitude and ability to work cooperatively with school personnel

Good communication skills, moral character, dependability, and health. The school reserves the right to restrict or disallow any person from volunteering or visiting the school campus. If the Executive Director finds reasonable cause to believe that any person has disrupted or intends to interfere with the orderly and peaceful operation of the school campus, or if a person's presence disrupts the school or its pupils, s/he may direct the disruptive person to leave the campus and notify such person that consent to remain on campus has been withdrawn. (California Penal Code Sections 626.4, 626.7, and 626.8)

The complete Volunteer Handbook and required forms are available on the website and at the school office.

## **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, Journey staff, and the Parent Cabinet. These three interactive groups are all responsible for upholding the mission and vision of Journey School.

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.

Journey Staff includes an Executive Director, the Education Director, Administrative Consultants, Administrative Support Staff, teaching staff and other designated roles. The Executive Director is responsible for oversight of the program, implements a long-term strategic plan, serves as the liaison between Journey School and CUSD, oversees day-to-day operations of the school, implements educational policies and procedures, and provides oversight and leadership to the school staff as a whole.

The Parent Cabinet (PC) 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.

The Parent Advisory Committee (PAC) assists in developing Journey's School Plan for Student Achievement and/or Local Control and Accountability plan.

### **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.

## ***HEALTH RELATED ISSUES***

### ***Medication***

Parent permission is needed for children requiring medication during the school day. This process and permission are completed through the school nurse. The A form (available in the front office and through the school nurse) must be filled out in order for medications to be taken on campus. Please supply clearly written instructions for administering the medications consistent with the label, including the time and amount of medication needed. 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. Unused medications will be returned to you at the end of the school year.

### ***Allergies***

Please provide the school with pertinent allergy information on the student's Emergency Forms and school records, also please communicate with the class teacher regarding any allergies.

At the current time, we have not declared Journey School a "Nut Free" campus. "Allergy Aware Campus", "Nut Free Classroom(s)" and allergy management procedures are the phrases and controls that best describe Journey School's efforts to keep allergic students safe. However, Journey School shall be considered a "Nut Free" campus for the purposes of all school/whole school events and festivals.

### ***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.

### ***Accidents/Emergencies***

In case of an accident or emergency requiring immediate medical care, we will immediately call 911 and then contact a parent. If we are unable to reach you, we will contact the person listed on the child’s emergency card.

### ***Emergency Release Form***

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.

### ***CAMPUS SAFETY***

The safety of our students is of the highest priority. [A Comprehensive School Safety Plan has been developed and is available on our website.](#)

### ***CAMPUS VISITORS***

Therefore, any visitor to the campus, including parents, must sign in and out in the office and wear a visitor badge whether they are visiting or performing volunteer services on 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). In the case of early student departure, a parent/guardian must check in at the office and officially sign the student out.

The school reserves the right to restrict or disallow any person from volunteering or visiting the school campus. If the Executive Director finds reasonable cause to believe that any person has disrupted or intends to interfere with the orderly and peaceful operation of the school campus, or if a person’s presence disrupts the school or its pupils, s/he may direct the disruptive person to leave the campus and notify such person that consent to remain on campus has been withdrawn. (California Penal Code Sections 626.4, 626.7, and 626.8)

### ***ADMINISTRATIVE PROCEDURES FOR CLASSROOM OBSERVATION***

1. Please arrange a mutually agreed upon date and time with the Executive Director in advance of the requested classroom observation.
2. All observation sessions must be planned in advance so as to not create conflict with the teacher

and student schedule. Therefore, arrangements must be made at least 48 hours prior to the time of the classroom visit or observation.

3. Observations will be limited to one time per month for no more than twenty (20) minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional days or time for observation. Under these circumstances, the Executive Director will use his or her discretion to either approve or decline such requests.

4. Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.

5. The Executive Director reserves the right to decline any request for or terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.

6. For security reasons, all visitors are required to sign in at the school office, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.

7. To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Executive Director and have written consent from the parent/guardian describing the reason for the visit/observation.

8. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

9.. During the observation, the Executive Director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.

10. No electronic listening or recording device (including video) may be used in a classroom (Education Code 51512)

## **POLICIES, PROCEDURES, AND GUIDELINES**

### ***MEDIA AND TECHNOLOGY***

*"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

#### **Background**

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 think and process images at the same developmental ability level as adults. Children need hands-on, real, multi-sensory experiences to build their thinking capacities and these activities are the seeds of imagination and creativity.

Extensive research has shown that exposure to entertainment media for children has 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. It is important to limit this exposure so that your children be able to absorb the rich artistic Journey School curriculum each day

## Agreements

As a school community, we agree that the impact of the electronic media has detrimental effects on a child's healthy growth and development, and thus we expect that our families significantly reduce or eliminate the use of media (television, movies, video games, computer games, recorded music, radio, etc.) for their children. We ask for **complete elimination of non-school related 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 find that more free time means more creative and quality time together. 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.

## Technology Guidelines

During the school day and for homework, we support the use of appropriate technologies for study aids, word processing, and online research for grades 3 to 8 as determined appropriate by their teachers. We also support the use of technologies for all students who need such accommodations as determined by the student's teachers, in conjunction with parents. Additionally, in grades 3-8, mandatory standardized testing is driven by computer adaptive testing technologies. Students will access the test through computers, using a secure online browser that disables all other websites and computer functionality. Screen time will be limited to a few hours and occur under the close guidance and support of teaching staff.

### Some Helpful Media and Technology Tips:

**Teach kids the skills they need to use technology wisely and well.** It's hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the digital world.

**Keep an open mind.** We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

**Don't be afraid.** Parents can't afford to be technophobic. Our kids adopt technologies faster than we do. That means they're often way out in front of us. This fact can upset the parent-child relationship. So, get in the game. Have your kids show you how to do something online if you don't already know.

**Share wisdom.** Kids often don't understand the implications of their actions. But we do. So, we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

**Pass along your values.** One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren't face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

**Seek balance.** It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

–Adapted from Common Sense Media (Common Sense Media’s website is an exceptional resource for parents)

### **CELL PHONES/ELECTRONIC DEVICES**

Students may not use cell phones and/or smart watches on campus during school hours. In accordance with AB 272, all students Tk-8<sup>th</sup> may bring may a cell phone or smart watch to campus for use in the case of an emergency. Otherwise, cell phones must remain turned off and remain in a designated basket/pocket within the classroom during the school day. A student may also keep these items (turned off) in their backpack if they choose.

Parents – please use personal cell phones sparingly while on campus. Please note: several areas on campus are cell-phone free zones, including classrooms, kindergarten yard and all garden areas – cell phone use is not permitted in these areas at any time.

### **DRESS CODE**

The Dress Code is established to support students’ outward expression as well as establish courtesy and respect that all members of the school community have for one another. Our intention is to minimize distractions in an effort to ensure students remain focused on their education. Please hold these thoughts in your consciousness and review these guidelines as you and your child are making wardrobe selections.

#### CLOTHING (TOPS/DRESSES/BOTTOMS) and HATS

- Journey logo shirts and sweatshirts are recommended
- Alternatively, clothing with inspirational, positive, and non-violent images/phrases are permissible
- Clothing with media advertisements and logos are not encouraged and may be disallowed if they are determined to be a distraction for the student or classmates
- Middle School students (grades 6-8) may wear t-shirts and jackets with band/artists name and related imagery – if inspirational, positive, and non-violent
- Clothes must cover undergarments
- Clothes should be weather appropriate

#### SHOES

- Footwear must be flat (No heels, wedges, wheels.)
- Sandals must have a heel strap
- Students must wear athletic or sneaker shoes for Games classes

#### ACCESSORIES/MAKE-UP/JEWELRY

- Stud earrings are allowed in all grades
- Light make-up and hair dye are allowed in grade 6 and up
- Jewelry should be kept at a minimum and is often a cause for student distraction

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 POLICY**

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, lessons cannot be replicated and missed work becomes a burden to complete while staying caught up on current assignments. 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.
- As a charter school, Journey School is accountable for overall student performance. A low attendance rate generally has a negative effect on student performance and can therefore impact the school as a whole.
- Journey School depends on student attendance for funding. When a student is absent, school funding is reduced, regardless of the reason for the absence. This can harm our education program as a whole and the educational experience for other students.
- Temporary Independent study may be available for students experiencing long periods of consecutive absences (more than 5 days, but no more than 14 days) pursuant to EC sections 51745-51749.3. For travel related independent study, placement must be requested by parents/guardians at least 5 business days in advance of the 1<sup>st</sup> missed school day. All placements in temporary independent study, regardless of reasoning, are subject to the administration team’s approval of a placement and finalization of a master agreement per the Independent Study board policy. Various factors may be considered by administration, including but not limited to availability in the independent study program, academic performance of the student prior to the absence, number of previous absences, Special Education status, English learner status, nature of travel/absence and other factors that may be relevant to supporting a student effectively in an independent study placement.

### *Excused Absence*

Absences for the following reasons will be considered excused:

- Illness or situations when a physician recommends a student miss school
- Medical, dental, optometric, or chiropractic appointments which cannot be scheduled outside the school day
- Religious Holidays
- Court ordered absences
- Death in the student’s immediate family
- To spend time with a member of the student's immediate family, who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position
- Other unusual circumstances when approved by the Executive Director or his/her designee and requested in advance

At the school’s discretion, a physician’s statement of diagnosis may be required at any point to excuse an absence or extended absence related to illness. Generally, a physician’s statement will be requested on the 3<sup>rd</sup> consecutive day of a student’s medical absence or when a student’s total days of medical related absence reach seven (7).

### *Unexcused Absence*

Absences for the following reasons will be considered unexcused:

- “Long weekends” and vacations

- 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 school day are considered tardy. Tardy students must come to the office where they will be marked tardy and receive a pass that will permit them into the classroom. If a pattern of late arrival develops, administration will schedule a parent conference at which additional measures for compliance will be discussed and during which placement at the school and/or other additional actions may be considered.

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

### *Leaving Early/Early Departure*

Students leaving school before the end of the school day must be picked up in the office and officially signed out. Please avoid picking up students before the dismissal time if at all possible. It is important to honor every class and all instructional time at Journey School. If a pattern of early departure develops, administration will schedule a parent conference at which additional measures for compliance will be discussed and during which placement at the school and/ or other additional actions may be considered.

Please note, Journey School will send students home early from school for certain illnesses/injuries, including, but not limited to student's temperature is 100 degrees or higher, vomiting, pain in the chest or stomach, fainting, live nits or lice found in hair, injury other than minor cuts or bruises, etc. Please have current emergency contacts listed on your child's Emergency Forms. Please contact the school immediately if these numbers change during the year.

### **Procedure for Excessive Unexcused Absences**

The following procedure will be followed to manage Unexcused Absences:

- 3<sup>rd</sup> Unexcused Absence – A staff or faculty member will call home to verify the student's attendance record, review this policy and discuss how the school can help to resolve the problem.
- 5<sup>th</sup> Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record.
- 7<sup>th</sup> Unexcused Absence - Upon reaching eight (7) unexcused absences, the parent/guardian will receive a notification letter and will be required to meet with the Executive Director. It is Journey School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The Executive Director will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
- 10<sup>th</sup> Unexcused Absence – The Executive Director will connect with pertinent staff to determine appropriate next steps to address the chronic nature of unexcused absences. The Executive Director may issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to excessive absenteeism. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification

will be sent to the district of residence of a non-attending student. After disenrollment, the student can apply to Journey School the following school year.

### **Procedure for Excessive Consecutive Unexcused Absences**

Journey School will use the contact information provided by the parent/guardian in the registration packet to reach out to families if students are absent for consecutive days without a valid excuse. If student is absent ten (10) or more consecutive school days without a valid excuse, it may not be possible to schedule meetings and phone calls detailed in the process above, given the condensed time frame. In this scenario, the school reserves the right to disenroll a student in accordance with Education Code and shall provide a “Five Day Letter” as described above for a disenrollment with ten or more unexcused absences.

### **Chronic Absenteeism**

Students who miss more than 10% of the school year for a combination of unexcused and/or excused reasons are considered chronic absentees according to the California Department of Education. Steps to support chronic absentees may include:

- Student Study Team
- School Attendance Review Team
- Possible Qualification under section 504
- Requirements to excuse further absences
- Home/hospital instruction
- Transitioning student into Independent Study

### **Procedure for Excessive Tardies and/or Early Departures**

The following procedure will be followed:

- Teachers will conference with the parent if a pattern develops.
- 10<sup>th</sup> unexcused tardy and/or unexcused early departure – Teachers will call home to discuss the violations in an effort to develop solutions.
- 20<sup>th</sup> unexcused tardy and/or early departure – The parent/guardian will receive a notification letter and will be required to meet with the Executive Director to discuss the tardiness with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue. It is the School’s intent to identify and remove all barriers to the student’s success and will explore every possible option to address student attendance issues with the family.
- 30<sup>th</sup> unexcused tardy and/or early departure – A 2<sup>nd</sup> conference will be scheduled with the parent to discuss the attendance trend.
- 35<sup>th</sup> unexcused tardy and/or early departure - The Executive Director may issue a letter informing the parent/guardian of Journey School’s decision and intent to disenroll the student due to excessive tardiness/early departures. Known as a “Five Day Letter”, this notice will explain the parent’s/student’s due process rights to request a neutral hearing on the Executive Director’s decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the “Five Day Letter” or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of a non-attending student. After disenrollment, the student can apply to Journey School the following school year.

All attendance policies will be enforced fairly, uniformly, and consistently without regard to any protected classification, including but not limited to race, ethnicity, national origin, gender, disability, or sexual orientation.

### **Reporting Absences and Tardies to School**

Parents are to notify the school office of a student's absence (regardless of the reason – excused or unexcused) as soon as possible, ideally before 9:30 am when attendance is entered. Physician, dental, counseling and other appointments should be scheduled after school hours whenever possible. If unavoidable, please notify the office and have the child attend classes both before and after the scheduled appointments. Absences will remain unexcused and accumulate as such unless they are excused for a valid reason (see above). A child's absence may be verified/excused up to five (5) days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused.

## **EMERGENCY SITUATIONS**

Emergency cards/forms must be updated and/or filled out at the beginning of each new school year – they will be filed in a confidential nature within each student's cumulative file.

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 periodic and random safety drills (lockdown/earthquake/fire etc.).

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

- Please enter the school at the designated entrance only.
- Please remain calm and follow staff directions, a systematic process for student release is currently in place

### **Emergency School Closure**

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

## **BEHAVIOR POLICY**

Journey School staff is committed to creating a safe and nurturing environment for every child. We are equally committed to maintaining a respectful environment conducive to learning.

Through this Student Behavior Policy and within our day-to-day practice, our intention is to discourage misbehavior, guide children towards positive choice making and develop positive contributors within our school community. Our approach emphasizes *compassion, consistency, and responsibility*.

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - **RESPECT** (Respect, Empathy, Service, Participation, Effort, Courage, Trustworthiness) and the following behavior guidelines:

### **Behavior Expectations**

1. **Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.

2. **Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
3. **Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
4. **Students will follow all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
5. **Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and Harassment Policy can be found on the school website and on page 29 of the School Handbook.*
6. **An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
7. **An expectation that “All Are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

### Consequences for Misbehavior

Classroom management techniques, positive behavior intervention strategies (PBIS) and disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, mandating a short breaks, etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

In the event that primary efforts are not sufficient in our attempts to correct disruptive/disrespectful behavior OR a pattern of misbehavior emerges OR the severity of an incident/infraction is significant, one or more of the following actions will be taken as determined appropriate by the school’s educational team (administration and/or teachers involved).

1. An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment. Administration will inform the parent/guardian of the incident.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student’s cumulative school record *and* a copy will be sent home to the student’s parents for review. The class teacher and/or administration will notify the student’s parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.

- 3. Student Support Plan/Behavior Contract:** May be developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan/contract will be drafted at a parent conference with our Behavior and Guidance team. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.
- 4. Potential Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. A suspension notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*
- 5. Potential Removal from Enrollment:** A significant incident or pattern of misbehavior may result in an administrative recommendation to disenroll the student from Journey School. In this scenario, the Executive Director will issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to a pattern of misbehavior and/or a significant incident. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of the student.
- 6. Potential Expulsion:** If a student commits a suspendable or an expellable offense; expulsion from Journey School may be recommended at the discretion of administration. 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 and the student will be considered suspended from Journey school until that hearing takes place. A recommendation for expulsion notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*

## **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Journey School ("Journey" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a

person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Journey will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Journey school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Journey does business, and all acts of Journey’s Governing Board (“School Council”) in enacting policies and procedures that govern Journey.<sup>1</sup>

Journey complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Definitions**

**Harassment** means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual’s educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student <sup>2</sup> or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student’s academic performance.
- Causing a reasonable student to experience a substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by Journey.

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

---

<sup>1</sup> This policy becomes effective on August 22, 2024. Conduct occurring before August 22, 2024 will be addressed in accordance with the former version of this policy”

<sup>2</sup> “Reasonable student” is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Bullying and Cyberbullying Prevention Procedures**

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

#### **Cyberbullying Prevention Procedures**

Journey advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

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

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

Journey educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Journey's bullying prevention education will also help students develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Journey informs Journey employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **Professional Development**

Journey annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Journey employees who have regular interaction with students. That training is linked here:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Journey informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Journey also informs certificated employees about the groups of students determined by Journey and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

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

### **Complaint Procedures**

#### **Scope of the Complaint Procedures**

Journey will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against

a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Journey UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Journey will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Journey's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Journey's Title IX Policy and UCP is available on the school website

### **Submitting a Report or Complaint**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The School Council requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Vice President of the School Council if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Journey will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Journey acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Journey on a case-by-case basis.

Journey prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

### **Investigation and Response**

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, the Vice President of the Journey Council will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

### **Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Journey or termination of employment.

### **Right of Appeal**

Should a complainant find Journey's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Journey's decision or resolution, submit a written appeal to the President of the Journey School Council, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

## ***SENDING A CHILD HOME AND/OR REMOVAL FROM ENROLLMENT***

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.

### ***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 wellbeing of students and staff members at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy and procedures detailed herein are in alignment with California Education Code and 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. 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. Students will be provided access to school work for any suspension greater than 2 days.

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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education

students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

## **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 any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Suspension Offenses**

### **1. Discretionary Suspension Offenses:**

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

- a) Willfully 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) Willfully 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/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) Knowingly received stolen school property or private property.
- l) 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.
- m) 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.

- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.
- q) 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.
- r) 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 8, inclusive.
- s) 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 8, inclusive.
- t) 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 8, inclusive.
- u) 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 pupil or school personnel.
- v) 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 by school administration if found to have committed any of the following acts:

- (A) Causing serious physical injury to another person, except in self-defense.

- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance except for first offense of possession of not more than one ounce of marijuana, or possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery upon any school employee.

### C. Suspension Procedures

Suspensions shall be initiated in accordance with the procedures in the school's Suspension and Expulsion Policy as detailed below:

1. A conference with the student and administration, 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 Director 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 if found to have committed any of the offenses listed above under Sections B (1) and (2). A mandatory recommendation for expulsion is required from the Executive Director for all offenses listed in Section B (2). (See section above)
2. **Non -Discretionary Expellable Offenses:** Students **must be expelled** if found to have committed any of the following acts, regardless of the recommendation of the Executive Director:
  - (a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from the Director or designee.
  - (b) Brandishing a knife at another person.
  - (c) Unlawfully selling a controlled substance.
  - (d) Committing or attempting to commit a sexual assault or sexual battery.
  - (e) Possession of an explosive.

### E. Authority to Expel

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the Executive Director. The Administrative Panel should consist of at least three

neutral members who are certificated and neither a teacher of the pupil, Executive Director, or a Council member of the School's governing board.

## **F. Expulsion Procedures**

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing before a neutral Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

The expulsion procedures/process, as detailed herein, will also be followed where appropriate for a student who receives a "5 day" disenrollment notice for attendance, immunization noncompliance, etc.

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

The notice shall include:

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

## **G. 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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education 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/11<sup>th</sup> day services

Students suspended for more than ten (10) school days for behaviors deemed substantially similar, and within a given 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 (including 11<sup>th</sup> day services) 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) daytime period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The student's IEP team must be involved in any determination regarding change in placement for a student with a disability in accordance with applicable state and federal law.

#### 6. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA 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 or may be 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.

#### **H. 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.

#### **I. 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.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

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

#### **J. Written Notice to Expel**

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

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizing district.

#### **K. 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.

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, in consultation with the Executive Director, 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.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director 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.

#### **O. Involuntary Removal**

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to timely, written notice and a hearing before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described herein.

### ***POLICY ON COLLECTION OF STUDENT INFORMATION FROM SOCIAL MEDIA***

In accordance with Ed Code 47903.6, Journey School may collect information on students from social media in order to gather and maintain information that pertains directly to school safety or to pupil safety, and for no other purpose. In addition, the school will:

1. Provide a pupil with access to any information about the pupil gathered or maintained by the charter school that was obtained from social media, and an opportunity to correct or delete such information.
2. Destroy information gathered from social media and maintained in pupil records within one year after a pupil turns 18 years of age or within one year after the pupil is no longer enrolled in the charter school, whichever occurs first.
3. Notify each parent or guardian of a pupil subject to this policy that the pupil's information is being gathered from social media and that any information subject to this section maintained in the charter school's records with regard to the pupil shall be destroyed in accordance with the process described in Number 2 above. The notification shall include, but is not limited to, all of the following:
  - (i) An explanation of the process by which a pupil or a pupil's parent or guardian may access the pupil's records for examination of the information gathered or maintained pursuant to this section.
  - (ii) An explanation of the process by which a pupil or a pupil's parent or guardian may request the removal of information or make corrections to information gathered or maintained pursuant to this section.

If Journey School contracts with a third party to gather information from social media on an enrolled pupil, the school will require the contract to do all of the following:

- (i) Prohibit the third party from using the information for purposes other than to satisfy the terms of the contract.
- (ii) Prohibit the third party from selling or sharing the information with any person or entity other than the school, or the pupil or his or her parent or guardian.
- (iii) Require the third party to destroy the information immediately upon satisfying the terms of the contract.
- (iv) Require the third party, upon notice and a reasonable opportunity to act, to destroy information pertaining to a pupil when the pupil turns 18 years of age or is no longer enrolled in Journey School, whichever occurs first. Journey School shall provide notice to the third party when a pupil turns 18 years of age or is no longer enrolled with Journey School.

Social media, for purpose of this policy, is defined to mean an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations. Social media, for purposes of this policy, shall not include an electronic service or account used exclusively for educational purposes. (Ed Code 49073.6(a)(2)(A).)

## ***JOURNEY SCHOOL FREE SPEECH POLICY***

**BACKGROUND:** This policy has been developed to ensure Journey School is compliant with California Ed Code sections 48907 (B) and 48950 regarding freedom of speech.

Journey School respects students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The school will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. In addition to the school site itself, any venue

where a school event is held, including but not limited to such places as school athletic events venues, field trip locations, school social event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

### **LIMITATIONS ON STUDENT EXPRESSION:**

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the school.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

### **Written Publications Code**

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

- Before or after any school sponsored activity;
- In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
- Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as yearbooks, newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. Pupil editors of official school publications may be responsible for assigning and editing the news, but journalism advisers (school employees) remain ultimately responsible to supervise and maintain professional standards of English and journalism. There shall be no undue delay on publishing student materials unless there are valid concerns that the material violates these guidelines.

### **Clothing/Buttons and Badges**

Buttons, badges, armbands or clothing bearing slogans or sayings may be worn in accordance with the above, and in accordance with the Journey School Dress Code, unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

## **Discipline and Appeals**

Students or employees may be disciplined for speech, which constitutes harassment, threats, bullying, or intimidation.

Students and employees will not be disciplined solely for activities, which are considered to be constitutionally protected speech or communication, which is nevertheless subject to the restrictions in this policy.

Should disputes arise regarding student freedom of expression, the Executive Director or designee will ensure that due process, as outlined in this handbook, is followed in order to resolve the issue. The school has also adopted a Uniform Complaint Policy, which may be used for formal complaints that are not resolved through initial efforts by the school.

## ***JOURNEY SCHOOL PUPIL FEE POLICY***

**BACKGROUND:** EC Section 47605(d) specifically prohibits a charter school from charging tuition but does not mention fees or other charges. Charter schools are exempt from many laws governing school districts (EC Section 47610). However, the California Constitution, which is the highest law of the state, cannot be rendered inapplicable by the Legislature. Therefore, the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. The EC, as amended by AB 1575 in 2012, makes clear that the prohibition on pupil fees applies to charter schools. Pupil fee laws are contained in Education Code 49010 to 49013.

**OVERVIEW:** Journey School shall not charge student or pupil fees for any educational activities or programs except as permissible by state law.

### **DEFINITIONS:**

“Educational activity” is defined as an activity offered by the charter school that constitutes an integral fundamental part of the educational program, including, but not limited to, curricular and extracurricular activities.

“Pupil fee” is defined as a fee, deposit or charge imposed on pupils, or a pupil’s parents or guardians, including but not limited to:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity

### **PROHIBITION ON PUPIL FEES**

All of the following apply to the prohibition on pupil fees described above:

1. All supplies, materials and equipment needed to participate in educational activities shall be provided to pupils free of charge.
2. A fee waiver or “scholarship” policy shall not make a pupil fee permissible.
3. The school shall not create a program that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
4. The school shall not offer credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians, and the school shall not remove credit or privileges related to educational activities, or

otherwise discriminate against a pupil, because the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

## **FUNDRAISING AND DONATIONS**

The school may still solicit voluntary donations of funds or property and may solicit voluntary participation in fundraising activities. This includes voluntary participation in "scholarship funds" to assist the school in raising money to support educational activities. The school may also award student prizes for participation in fundraising activities.

## **ALLOWABLE FEES**

Some fees are permissible by law. It is noted that much of the Education Code ("EC" or "Ed Code") does not apply to charter schools; however, Ed Code references are included herein to provide more detail about permissible fees. Some of the allowable fees, which may apply to Journey School, include:

### **Materials and equipment:**

1. Reimbursement for the direct cost of materials provided to a pupil for property the pupil has fabricated from such materials to take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the pupil. (EC Section 17551.)
2. Charges for safety glasses, for a pupil to keep, so long as the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes. (EC Sections 32030-32033.)

### **Transportation:**

Fees for transportation to and from school, with some limited exceptions. (EC Section 39807.5(b), (d), and (f).)

### **Food:**

Charges for food served to pupils, subject to free and reduced-price meal program eligibility and other restrictions specified in law. (EC Sections 38082 and 38084.) Currently all school meals are served free to student regardless of socioeconomic designation.

### **Lost or Damaged Property:**

Payment for the replacement cost for the school's books, supplies, musical equipment or property loaned to a pupil that the pupil fails to return, or that are willfully cut, defaced or otherwise damaged, up to an amount not to exceed \$10,000, adjusted annually for inflation. (EC Sections 19911 and 48904.)

### **Field Trips:**

1. Fees for field trips and excursions in connection with school-related social, educational, cultural, or athletic activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (EC Section 35330(b).)
2. The school will not require that (but may solicit a donation for) a student pay an admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the school's educational program. (Ops. Cal. Atty. Gen. No. NS 2469 (1940).)

Fees for outdoor science school camp programs, so long as no pupil is denied the opportunity to participate because of non-payment of the fee. (EC Section 35335.)

**Child Care and Development:**

1. Fees for childcare and development services, with some exceptions (EC Sections 8487 and 8488.)
2. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee. (EC Section 8482.6)

**Duplication of Records:**

Fees for the actual cost of duplicating public records, pupil records, or a prospectus of the school curriculum. (Government Code Section 6253; EC Sections 49063(h) and 49091.14.) There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (EC Section 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost. (EC Section 56504.)

**School Sponsored Events:**

Charges for optional attendance as a spectator at a school sponsored activity.

**Physical Education Apparel:**

Charge for standardized physical education attire of a certain color and/or style as long as the school does not require purchase from the school and as long as the grade of a pupil participating in a physical education class is not adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (EC Section 49066(c))

**NON-ALLOWABLE FEES:**

Based on the opinion of the Attorney General, the following are examples of fees that are specifically not allowable:

- A. A deposit in the nature of a guarantee that the school would be reimbursed for loss to the district on account of breakage, damage to, or loss of school property.
- B. An admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the district's educational program.
- C. A tuition fee or charge as a condition of enrollment in any class or course of instruction, including a fee for attendance in a summer or vacation school, a registration fee, a late registration or program change fee, or a fee for the issuance of a diploma or certificate, among others.
- D. Membership fees in a student body or any student organization as a condition for enrollment or participation in athletic or other curricular or extracurricular activities sponsored by the school.
- E. Charges for textbooks and workbooks. (EC Sections 60070 and 60410.)
- F. Reimbursement for lost Average Daily Attendance revenue for absences from school.

**COMPLAINTS:**

Complaints regarding this policy or its implementation should be filed in accordance with the school's Uniform Complaint Policy, following inquiry with Administration regarding an alleged violation. Complaints must be filed within one year after the date the alleged violation occurred.

## **UNIFORM COMPLAINT POLICY AND PROCEDURE**

The Journey School Council, in its capacity as the Governing Board (hereafter referred to as "Board") of Journey School (hereafter referred to as the "Charter") is committed to compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the Board encourages the early resolution of complaints with direct communication whenever possible. Additional information about the school's communication protocols is found on the school website ([www.journeyschool.net](http://www.journeyschool.net)) and School Handbook (also found on the school website). If you have a concern, you can always come and talk to a staff member or the designated Board member liaison (the Board liaison can be found on the school website). If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

The Charter will investigate any complaints alleging failure to comply with applicable laws and will seek to resolve those complaints in accordance with the Charter's Uniform Complaint Policy. This is a formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in the Charter's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(2) Any complaints regarding the Charter's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school plan under state funding models, the requirements for the development and adoption of a school safety plan, child nutrition programs and special education programs, or other legal requirements for charter schools.

Any form of retaliation against any complainant in the complaint process is prohibited. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the confidentiality of the parties involved, and the integrity of the process shall be protected. As appropriate, the Executive Director or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

### **PROCEDURAL REQUIREMENTS**

#### **Compliance Officer(s)**

The following Compliance Officer(s) shall receive and investigate complaints and shall ensure the Charter's compliance with law:

Gavin Keller, Executive Director  
Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656  
949-448-7232

The Compliance Officer or designee shall ensure that individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such individuals may have access to legal counsel as determined by the Compliance Officer or designee.

### **Notifications**

The Compliance Officer or designee shall annually provide written notification of the Charter's uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If fifteen (15) percent or more of the students enrolled at the Charter speak a single primary language other than English, this policy and the notice shall be translated into that language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code.
3. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
4. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and
5. Include statements that:
  - a. The Charter is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs.
  - b. The complaint review and resolution shall be completed within sixty (60) calendar days from the date of receipt of the complaint by the Compliance Officer, unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six (6) months from the date it occurred or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
  - d. The complainant has a right to appeal the Charter's decision to the CDE by filing a written appeal within fifteen (15) calendar days of receiving the Charter's decision.
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter and a copy of the Charter's decision; and
  - f. Copies of the Charter's uniform complaint procedures are available free of charge.

### **Procedures**

All complaints shall be investigated and resolved within sixty (60) calendar days of the Charter's receipt of the complaint, as measured by the date of receipt of the complaint by the Compliance Officer.

The Compliance Officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

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

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

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

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Executive Director, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq. (Pupil Fees).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, Charter staff shall assist him/her to file the complaint.

If a complaint is filed that describes alleged conduct of the Compliance Officer, the Executive Director will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint. If a complaint is filed that describes alleged conduct of the Executive Director, the Council President will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint.

## **Step 2: Mediation**

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint in order to reach resolution within the required timelines.

The use of mediation does not extend the Charter's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## **Step 3: Investigation of Complaint**

Within fourteen days of receiving the complaint, the Compliance Officer shall provide the complainant (if not anonymous) and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the Charter's Compliance Officer or other designated investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the Charter to the extent possible without participation by the complainant.

In accordance with law, the Charter shall provide the Compliance Officer or other designated investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Response**

Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the Charter's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within sixty (60) calendar days of the Charter initially receiving the complaint, as measured by the date of receipt of the complaint by the Compliance Officer, or within the time period that has been specified in a written agreement with the complainant.

#### **Step 5: Final Written Decision**

The Charter's decision shall be in writing and sent to the complainant. The Compliance Officer is responsible for preparing or delegating the preparation of the written decision.

The Charter's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

- The findings of fact based on the evidence gathered.
- The conclusion(s) of law.
- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted; and
- Notice of the complainant's right to appeal the Charter's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken, and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges are found to have merit, the Charter shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

## **Appeals to the California Department of Education**

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

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

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the Charter, if not covered by the decision.
- A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the Compliance Officer or another designated investigator(s).
- A report of any action taken to resolve the complaint.
- A copy of the Charter's complaint procedures; and
- Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter when one of the conditions listed in 5 CCR 4650 exists, including when the Charter has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

## **Civil Law Remedies**

A complainant may pursue available civil law remedies outside the Charter's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the Charter has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

## **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?***

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 an Administrative Assistant or designated office staff.

**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 or utilizing the messaging function in ParentSquare. In the event that the message requires in person dialogue, communicate directly with the teacher after school or schedule an appointment directly with the teacher. Although a teacher may provide a cell/home phone number, 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 Education Director and/or teacher when appropriate.

**Questions Regarding Capistrano Unified School District** should be addressed to the Executive Director.

**Questions Pertaining to Legal or Financial Issues** should be addressed to the Executive Director, School Business Manager, or the Journey School Council. Public comment is also available at every council meeting and the public is encouraged to attend.

### **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 mediated by school administration. This attempt is to be done prior to requesting formal resolution.
3. **Arbitrated Resolution** In extreme and rare 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.

Note: complaints alleging failure to comply with applicable laws are subject to the Uniform Complaint Procedures, rather than Conflict Resolution.

### **ONLINE COMMUNICATION, EMAIL POLICY AND PROCEDURES**

Online communication (including email, social media, WhatsApp, Parent Square and other platforms) can be an efficient, useful method of communication that can be tremendously helpful in transmitting large amounts of information, and in expediting process. The following policies and procedures will aid us in healthy working together as online communication presents unique challenges.

### **Confidentiality**

Any request for confidentiality is to be honored. In discussion groups, online 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. 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 email to any other recipients.

### **Prohibited content**

Online communication 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 school administration.

### **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 online communications. This is particularly important when emotions are high, as it is easy to hit 'Reply' and send 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?

### **Group Emails and REPLY ALL**

Ask your teacher or administration for approval PRIOR to sending a group message to all parents in the school or class. Class email lists are not available for parent's personal communications and use. This is important to ensure that appropriate, accurate and productive information is being disseminated to a broad audience.

### **WhatsApp or Similar Communication Threads**

These threads can be helpful in staying abreast of events, asking clarifying questions, scheduling playdates and activities that are not school sponsored, etc. This is not an appropriate platform to discuss school operations, concerns regarding the school and or students who attend, and or grievances with staff members or school operations. These topics are best directed to your teacher or administration in accordance with the guidelines detailed in the "To whom do I speak?" section of this handbook.

### **Journey School Council E-mail Correspondence**

The members of the Journey School 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 staff members or parents 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.

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 (via Parent Cabinet) coordinates Auctions, Fairy Market, Festivals, 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 maintain the educational offerings of Journey School. Parents should be aware that our school pays for staff 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, all families of Journey School are encouraged to make an annual per-student pledge through our “Annual Giving” campaign. Donations through “Annual Giving” are purely voluntary and are not required.

“Annual Giving” donations help to support with costs associated with offering a broad course of study and provision of high-quality classroom materials (e.g., main lesson books, colored pencils, watercolor paper and paints, wool yarn, etc.) among other things. The monies from this fund are not allocated to a particular expense, grade, class, or child, but are distributed to best benefit all students. 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***

Journey School is seeking a permanent campus solution. We currently lease the facility from CUSD but remain hopeful to own our own site. If you know of potential investors, or donors of larger capacity, please speak to the Executive Director or any Journey School Council member.

## Comprehensive School Safety Plan



Approved 2.27.24

Journey School  
27102 Foxborough  
Aliso Viejo  
CA 92656

(949) 448-7232

## School Site Mission

Journey School provides the families of southern California the option of a Waldorf-inspired public school education for their children. The school is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capacities of each student. 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.

### Table of Contents

I. Child Abuse Reporting Procedures	3
II. Disaster Response Procedures	9
III. Suspension and Expulsion Procedures	50
IV. Bullying and Harassment Policy	57
V. School-wide Dress Code Prohibiting Gang Attire	61
VI. Teacher Notification of Dangerous Students	62
VII. Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School	63
VIII. Rules and Procedures on School Discipline	64
IX. Dangerous Weapons	65
X. Prevention of Gun Violence	65
<u>XI. Instructional Continuity Plan</u>	<u>66</u>

## **I. Child Abuse Reporting Procedures**

### **Definitions**

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrators and employees of a licensed day care facility; licensed nurses or health care providers; administrators and counselors.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or unto ward aggressive behavior towards self or others, may make a report to the appropriate agency.

Any school employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer.

## **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

## **Reporting Procedures**

### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.

- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the School Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

### **Parent/Guardian Complaints**

Upon request, the School Director or designee shall provide parents/guardians with a copy of this administrative regulation, which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

### **Notifications and Training**

The School Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the

reporting obligations under Penal Code 11166 and will comply with those provisions. The School Director or designee shall retain the signed statement.

All employees will complete a training reviewing child abuse and responsibilities of mandated reporting. The training module will be compliant with AB 1432 and will be provided within the first 6 weeks of each school year or within 6 weeks of that person's employment.

**The School Director or designee also shall notify all employees that:**

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the school for making a report.

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY						
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE						
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY								
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)										
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL				
OFFICIAL CONTACTED - TITLE					TELEPHONE ( )						
<b>C. VICTIM</b> <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ( )				
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE				
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
<b>D. INVOLVED PARTIES</b>	<b>VICTIMS</b>										
			NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____								
	2. _____		4. _____								
	<b>SIBLINGS</b>										
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
	<b>PARENTS/GUARDIANS</b>										
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
<b>SUSPECT</b>											
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY					
ADDRESS			Street	City	Zip	TELEPHONE ( )					
OTHER RELEVANT INFORMATION											
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____										
	DATE / TIME OF INCIDENT					PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)										

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

### IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
  - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
  - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
  - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
  - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

## II. Disaster Response Procedures

Journey School's disaster response procedures vary depending on the type, location and the severity of the emergency/disaster.

The following pages detail these disaster response procedures.

In accordance with SB 323, Journey School recognizes that the disaster response procedures must include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973. The Journey School campus and evacuation routes specified in this plan are accessible by students and remain in compliance with the Americans with Disabilities Act (ADA). Individualized Safety Plans will be developed for students who are unable to access the response procedures detailed below.

### Definitions/Overview

1. **“Code-Red”/Active Shooter** – Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.
2. **“Code Yellow”/Shelter in Place** – Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of “Code Red” procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.
3. **Drop, Cover & Hold** – Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

**Building Evacuation** – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

**Site Evacuation** – Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey's website.

**Please note that Journey School will communicate and coordinate with offsite agencies (i.e.: Orange County Sheriff Department) if there is a large-scale emergency requiring multi-level coordination in parallel with one of the response options.**

## “Code-Red”/Active Shooter Response

Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.

### Step 1: Always Be Aware

- ⇒  Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒  Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

### Step 2: “Code Red” Announcement

- ⇒  An announcement will be made over PA or by phone/text message if appropriate.
- ⇒  Listen for “Code Red” and the location of the threat/active shooter
- ⇒  Call 911

### Step 3: Respond

- ⇒  Respond immediately
- ⇒  Implement an **A.D.D.** mindset:

**AVOID**—do everything to avoid the active shooter.

1. Evacuate campus if you can safely do so
2. Find cover, behind a large item or enter the nearest building. Remain in a building or behind cover **ONLY** if you cannot leave campus
3. If you are off campus – remain off campus

**DENY**—do everything to lockdown the building and do everything to deny access to your location

1. Engage “Lock-Block” (door should already be locked)
2. Lock interior doors and windows
3. Secure/barricade doors if necessary
4. Turn off lights and close curtains (if available)
5. Line class up against wall nearest an exit
6. Remain still and silent and be prepared to exit the room quickly if needed.

**DEFEND**—you have a right to defend yourself, don’t be passive victims.

### Step 4: All Clear

- ⇒  Remain in “Code Red” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate

- ⇒ □ Follow all directions of emergency personnel if present
- ⇒ □ Gather at the assembly area or alternate location if campus evacuation and account for all students and staff members.

## **Step 5: Responsibilities**

### ADMINISTRATION

1. Determine if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of evacuation, school will be closed and teachers will dismiss students directly to parents arriving at reunion site (Site to be determined by and communicated by administration at the time of the incident)
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center

### TEACHERS

1. Escort students to a reunion site/assembly area or alternate location as indicated by administration and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters

### ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children at reunion site
4. Ensure teachers are utilizing student sign out sheets

## **“Code - Yellow”/Shelter-in-Place Response**

Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of “Code Red” procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.

### **Step 1: Be Aware**

- ⇒  Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒  Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

### **Step 2: “Code Yellow” Announcement**

- ⇒  An announcement will be made over PA or by phone or text message if appropriate
- ⇒  Listen for “Code Yellow” or “Shelter in Place
- ⇒  Call 911

### **Step 3: Respond**

- ⇒  Respond immediately

1. Enter the nearest building or stay put inside your building
2. If you are off campus – remain off campus
3. Engage “Lock-Block” (door should already be locked)
4. Lock interior doors and windows and close curtains (if available)
5. Continue instruction or activity

### **Step 4: All Clear**

- ⇒  Remain in “Code Yellow” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate.
- ⇒  Follow directions of emergency personnel if present.
- ⇒  Gather at assembly area and account for all students and staff members

### **Step 5: Responsibilities**

#### **ADMINISTRATION**

1. Determine if school will be closed or continue for the duration of the day.
2. If classes are actively locked down, direct parents who arrive to pick up to wait until lock down has been released.
3. If school closure ensure that teachers are prepared to dismiss students directly to parents arriving on campus from their classroom ramps
4. Communicate with families and media as appropriate

5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center

## TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive at classroom ramp – have parents sign out using student sign out sheets/attendance rosters

## ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children from the classrooms
4. Ensure teachers are utilizing student sign out sheets

## Earthquake - Drop, Cover and Hold Response

Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

### Step 1: Respond

- ⇒ □ Drop, Cover, and Hold
- ⇒ □ If inside a building – crouch under furniture and cover head and neck with hands. Remain still until shaking stops.
- ⇒ □ If outside – proceed to an open space away from structures, trees, power lines, etc. Crouch and cover head and neck with hands. Remain still until shaking stops.

### Step 2: Evacuate

- ⇒ □ After shaking stops, take note of building condition and injured students or staff
- ⇒ □ Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒ □ Remain aware during evacuation of falling debris and other hazards
- ⇒ □ Choose an alternate evacuation route if primary route is determined to be unsafe
- ⇒ □ Follow directions of emergency personnel if present
- ⇒ □ Gather at assembly area and account for all students and staff members

### Step 3: Responsibilities

#### ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

#### TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured

students

3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

#### ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets

## Evacuation/Site Evacuation Response

**Building Evacuation** – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

**Site Evacuation** –Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey’s website.

### Step 1: Respond

- ⇒  Pull alarm if smoke or fire is present
- ⇒  Call 911

### Step 2: Evacuate

- ⇒  Take note of building condition and injured students or staff
- ⇒  Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒  Remain aware during evacuation of fire, falling debris and other hazards
- ⇒  Choose an alternative evacuation route if primary route is determined to be unsafe
- ⇒  Follow directions of emergency personnel if present
- ⇒  Gather at assembly area or alternate location and account for students and staff members

### Step 3: Responsibilities

#### ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

#### TEACHERS

1. Escort students to assembly area and bring emergency supplies/red

- backpack”
2. Take roll and inform administration of any missing students or injured students
  3. Remain with students until parents arrive
  4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
  5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

#### ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets

**CAMPUS MAP – Assembly/Reunion Sites****CAMPUS EVACUATION – Assembly/Reunion Sites**

In the event of a campus evacuation, the safest and most convenient location will be determined by administration given the information available during an incident. An exact location and pick up/dismissal information will be communicated to families. School will be closed in the event of campus evacuation.

## SITUATIONAL COMMUNICATION PLANS

<b>911 Calls</b>	<ul style="list-style-type: none"> <li>• <b>When placing a 911 call: give your name, school name, and school address</b></li> <li>• <b>Give specific location of shooter, intruder, fire, hazardous material or other emergency</b></li> <li>• <b>Indicate location of incident command post</b></li> </ul>
<b>Mass Notification to Parents</b>	<p><b><u>During an emergency (if able to communicate with parents safely):</u></b></p> <p>Dear Parents,</p> <p>There is a situation occurring at Journey School that requires your attention (DETAILS PROVIDED). We understand that your first instinct as a parent is to drive to the school and pick up your child. Please remain calm and await further details prior to coming to campus. We will be in close contact with updates and you will be notified if there is a decision to close campus or evacuate the school site. Details will be provided at that time so that we can dismiss children to your care in a safe and organized manner. Thank you for your patience and understanding.</p> <p>Sincerely,</p> <p>Journey School Administration</p> <hr/> <p><b><u>After an emergency:</u></b></p> <p>Dear Parents,</p> <p>Journey School has been cancelled for the remainder of the day due to the following emergency. (DETAILS PROVIDED) Please report to campus and check in with a staff member at one of our reunion gates. The reunion gates are located at school gates: one by the bell tower and another in the back of campus near the community space. You must remain at the gate until your child is escorted to you. You will be required to sign him/her out. We thank you in advance for your cooperation and patience.</p> <p>If you are unable to pick up your child, please only send individuals listed on your child's emergency card. Children will not be released to carpools, etc. unless those individuals are listed on the child's emergency card.</p> <p>Sincerely ,</p> <p>Journey School Administration</p>

**CONTINGENCY PLANS:  
COMMUNICATION AND ELECTRICAL**

Describe a specific plan to provide for the following in the event of loss of services.

**PLAN FOR LOSS OF COMMUNICATION:**

**If no telephone service:**

-A robo-call can be made from any cell phone.
-The school website will be updated with pertinent information
-A mass email will also be sent

**If no Internet service:**

-A robo-call will be initiated using phone service/cellular service

**If no cellular, internet or telephone service:**

-Written communication and administrative presence will be available at all school entrances

**PLAN FOR LOSS OF ELECTRICITY:**

**List loss of services in event of electrical outage:**

-A robo-call will be initiated using phone service/cellular service

**BUILDING INFORMATION****SCHOOL SITE****DOCUMENT DATE**

<b>JOURNEY SCHOOL</b>	<b>1/22/24</b>
-----------------------	----------------

**EMERGENCY UTILITY SHUT-OFFS**

*Refer to campus map for additional information*

<b>UTILITY</b>		<b>YES</b>	<b>NO</b>	<b>LOCATION</b>
<b>Electrical</b>	<b>Total main electrical shutoff?</b>	<b>x</b>		<b>CAGED area adjacent to front playground</b>
<b>Gas</b>	<b>Total main gas shutoff?</b>		<b>X</b>	<b>N/A no gas on campus</b>
<b>Water</b>	<b>Total main water shutoff?</b>	<b>x</b>		<b>Front of school/Near parking lot entrance</b>

**EMERGENCY SUPPLIES**

<b>TYPE</b>	<b>LOCATION</b>
<b>Emergency Supply Kit</b>	<ul style="list-style-type: none"> <li>✓ <b>Class set in each classroom</b></li> <li>✓ <b>Office set located in Main Office and Development Office</b></li> <li>✓ <b>Medical Supplies in nurse bay</b></li> </ul>

**EMERGENCY PREPARATION****PREPARATION:****School Director, Office Staff, Support Staff**

1. Update Emergency Binders with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each semester (including parent contact)
  - d. Copies of Emergency Cards
  - e. Lists of staff members and phone numbers (cell and home)
  - e. Pen/Pencil
2. Plan for students with special needs/special medications stored in office
3. Conduct drills putting emergency teams into full operation.
4. Provide staff training and development
5. Have message tapes prerecorded for use during an emergency.
6. Update Emergency Response Boxes with:
  - a. Student lists with parent phone numbers (each semester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
  - d. Emergency supplies and lockdown kits
7. Each year in January, review and update emergency plan as necessary.

## **SECURITY, SEARCH & RESCUE TEAM**

***Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.***

### **PREPARATION:**

1. Know the location of:
  - a. fire extinguishers
  - b. central cut-off for water and electricity
  - c. emergency supply/tool barrels

### **EMERGENCY:**

1. Check in with Command Center for sweep area assignment and master keys.
2. Get a walkie-talkie from Command Center, if available. Take all other supplies needed.
3. Initiate sweep of your designated area
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Command Center and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. When search and rescue is complete, check in at the Command Center for next the assignment.

## **FIRST-AID TEAM**

### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

### **EMERGENCY**

Check in with Command Center.

1. Report to the first aid center.
2. Take student "health logs" to the first aid/triage area.
3. Take a walkie-talkie for communication.
4. Activate triage and administer first aid as necessary.
5. Assist emergency services with injured.
6. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
7. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
8. Medical Team should always defer to directions given by emergency personnel



## EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of specific emergencies listed below and not referenced by the responses detailed above. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School .....
- Allergic Reaction .....
- Animal Disturbance .....
- Biological Agent Release .....
- Bomb Threat .....
- Chemical Accident (offsite) .....
- Chemical Accident (onsite) .....
- Civil Disobedience .....
- Death of a Student .....
- Death of a Staff Member .....
- Explosion.....
- Flood .....
- Hazardous Materials .....
- Kidnapping .....
- Medical Emergency .....
- Missing Student .....
- Motor Vehicle Crash.....
- Opioid Overdose.....
- Sexual Assault .....
- Storm/Severe Weather .....
- Suicide Attempt .....
- Utility Failure .....

---

**EMERGENCY RESPONSE**

---

---

**ACCIDENT AT SCHOOL**

---

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Incident Report forms are available at the school office.

**STAFF ACTIONS:**

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Incident Report to document what occurred.

**SCHOOL DIRECTOR ACTIONS:**

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

**EMERGENCY RESPONSE****ALLERGIC REACTION**

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

**STAFF ACTIONS:**

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify School Director.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

**SCHOOL DIRECTOR ACTIONS:**

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

---

**EMERGENCY RESPONSE**

---

---

**ANIMAL DISTURBANCE**

---

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

**SCHOOL DIRECTOR ACTIONS:**

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **CODE YELLOW Response**
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the School Director if there are any injuries.

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

**PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify School Director immediately after completing the call.
- Complete the Bomb Threat Checklist.

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911****PERSON RECEIVING THREAT BY MAIL:**

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify School Director

**SCHOOL DIRECTOR ACTIONS:**

- Call 911.
- Instruct staff and students to turn off any cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings or shelter in place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school, use the fire alarm.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

**STAFF ACTIONS:**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

**EMERGENCY RESPONSE****BOMB THREAT CHECKLIST**

The following checklist can be obtained in PDF form from FEMA at:

[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

### DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

## WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police  
1-877-4-FPS-411 (1-877-437-7411)
- 911

## BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

### Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:

- Where is the caller located? (Background and level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

### Caller's Voice

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

### Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

### Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

### Other Information:

\_\_\_\_\_

\_\_\_\_\_



**Homeland  
Security**

---

---

## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

---

---

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **SCHOOL DIRECTOR ACTIONS:**

- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

### **STAFF ACTIONS:**

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify School Director of any missing students.

---

## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (onsite)**

---

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### **PERSON DISCOVERING SPILL:**

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify School Director.

### **SCHOOL DIRECTOR ACTIONS:**

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify School Director of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to School Director immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

---



---

## **EMERGENCY RESPONSE      CIVIL DISTURBANCE/DEMONSTRATION**

---



---

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- Report disruptive circumstances to School Director.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### **SCHOOL DIRECTOR ACTIONS:**

- If the students are engaging in civil disobedience, keep the students confined to one room/one area of the school
- Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **SCHOOL DIRECTOR ACTIONS:**

- Call 911.
- Move any students who are outside into a school building and initiate **CODE YELLOW – SHELTER IN PLACE**
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

#### **STAFF ACTIONS:**

- ❑ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ❑ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

---

**EMERGENCY RESPONSE**
**DEATH of a STUDENT**


---

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

**SCHOOL DIRECTOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

---

---

## **EMERGENCY RESPONSE      DEATH of a STAFF MEMBER**

---

---

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

### **SCHOOL DIRECTOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

---

## EMERGENCY RESPONSE

---

## EXPLOSION

---

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

### SCHOOL DIRECTOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

---

**EMERGENCY RESPONSE**

---

---

**FLOOD**

---

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**SCHOOL DIRECTOR ACTIONS:**

- Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Communicate with families as appropriate
- Post a notice on the office door stating where the school has relocated
- Do not allow staff and students to return to the school until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

---

**EMERGENCY RESPONSE**

---

---

**KIDNAPPING**

---

**SCHOOL DIRECTOR ACTIONS:**

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- Notify School Director, providing essential details:
- Move students away from the area of abduction.

**EMERGENCY RESPONSE****MEDICAL EMERGENCY**

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the School Director.

**STAFF ACTIONS:**

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
 Do not hang up until advised to do so by dispatcher.
- Monitor medical status of victim
- Do not give the individual anything to eat or drink.
- Notify School Director.
- Stay calm. Keep individual warm with a coat or blanket.

**Universal Precautions when Treating a Medical Emergency**

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

**SCHOOL DIRECTOR ACTIONS:**

- Assemble emergency care and contact information of victim
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

---



---

**EMERGENCY RESPONSE**


---



---

**MISSING STUDENT**

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Conduct an immediate search of the school campus including PA announcements
- Call family to see if child was picked up or accounted for otherwise
- Call 911 and explain the situation. Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day.

- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

---

---

**EMERGENCY RESPONSE****MOTOR VEHICLE CRASH**

---

---

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

**SCHOOL DIRECTOR ACTIONS:**

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION**
- Arrange for first aid treatment
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.

**STAFF ACTIONS:**

- Notify School Director
- Move students away from immediate vicinity of the crash.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

---

**EMERGENCY RESPONSE**

---

---

**OPIOID OVERDOSE**

---

In case of a suspected opioid overdose, the school nurse or other trained staff shall follow the protocols outlined in the CSSP, which are listed below:

**SCHOOL DIRECTOR ACTIONS:**

- Ensure emergency personnel is in route (call 911).
- Notify family members.
- After administration of naloxone, the school nurse or designee will follow the CDPH reporting protocols.
- Provide substance abuse prevention resources to the overdose victim and family, as appropriate

**STAFF ACTIONS :**

- Call 911
- Assess situation for personal safety (do not touch any medicines or powders that may be near victim)
- Move students away from immediate vicinity of the victim
- Notify School Director and School Nurse
- Administer rescue breathing (if necessary)
- Prepare and administer the Narcan or Naxolone
- Continue rescue breathing
- Give another dose of naloxone in 3 minutes if no response or minimal breathing or responsiveness
- Attach a label to the person's clothing indicating name of medicine, dosage and time administered
- Assess situation and help student or adult to be comfortable.
- Try to keep the person awake and breathing
- Lay the person on their side to prevent choking

---

**EMERGENCY RESPONSE**

---

---

**SEXUAL ASSAULT**

---

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

**SCHOOL DIRECTOR ACTIONS:**

- Call 911
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

---

**EMERGENCY RESPONSE**

---

---

**Severe Weather**

---

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

**Severe Storm**

**SCHOOL DIRECTOR ACTIONS:**

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations..
- Determine whether school will be closed or remain open.
- Communicate with families and staff as necessary
- Post school status on school website.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

---

**EMERGENCY RESPONSE**
**SUICIDE ATTEMPT**


---

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

**SCHOOL DIRECTOR ACTIONS:**

- Call 911
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Isolate the student away from other children
- Arrange for medical or counseling resources that may provide assistance.

**STAFF ACTIONS:**

- Inform the School Director of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Isolate the student away from other children

**Steps for Suicide Intervention**

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

---

---

**EMERGENCY RESPONSE**

---

---

**UTILITY FAILURE**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

**SCHOOL DIRECTOR:**

- Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, etc.
- If disruption in service will severely hamper school operation, consider closing campus and notify students and staff by appropriate means.

### **III. Suspension & Expulsion Policies**

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and well being of students and staff members 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.

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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

#### **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 any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **B. Suspension Offenses**

##### **1. Discretionary Suspension Offenses:**

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

- a) Willfully 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) Willfully 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/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) Knowingly received stolen school property or private property.
- l) 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.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.

- q) 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.
- r) 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 8, inclusive.
- s) 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 8, inclusive.
- t) 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 8, inclusive.
- u) 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.
- v) 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 may be recommended for expulsion by school administration if found to have committed any of the following acts:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance except for first offense of possession of not more than one ounce of marijuana, or possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

(D) Robbery or extortion.

(E) Assault or battery upon any school employee.

### **C. Suspension Procedures**

Suspensions shall be initiated in accordance with the procedures in the school's Suspension and Expulsion Policy as detailed below:

1. A conference with the student and administration, 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 Director 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 if found to have committed any of the offenses listed above under Sections B (1) and (2).
2. **Non -Discretionary Expellable Offenses:** Students **must be expelled** if found to have committed any of the following acts, regardless of the recommendation of the School Director:
  - (a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from the Director or designee.
  - (b) Brandishing a knife at another person.
  - (c) Unlawfully selling a controlled substance.
  - (d) Committing or attempting to commit a sexual assault or sexual battery.
  - (e) Possession of an explosive.

### **E. Authority to Expel**

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the School Director. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil, School Director, or a Council member of the School's governing board.

## **F. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing before an Administrative Panel 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 School Director or designee determines that the Pupil has committed an expellable offense.

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.

## **G. 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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education 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/11<sup>th</sup> day services

Students suspended for more than ten (10) school days for behaviors deemed substantially similar, and within a given 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 (including 11<sup>th</sup> day services) 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 IEP team shall determine the student's interim alternative educational setting.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA 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 or may be 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.

#### **H. 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.

#### **I. 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.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

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

#### **J. Written Notice to Expel**

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

The Director or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County.

#### **K. 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.

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, in consultation with School Director, 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.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the School Director 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 School Director 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.

## IV. Bullying & Harassment Policy

Journey School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, religion, gender, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

*Harassment* - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

*Bullying* – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

*Cyber-bullying* – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

*Hazing* – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

*Intimidation* – a course of behavior that instills fear or a sense of inadequacy.

*Violence within a dating relationship* - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

*Sexting* - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

**Prohibited behaviors include all of the above.**

The school Administration and School Council will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to classroom activities, recess or lunch activities, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, or online forums related to school activities, field trips, open houses, school performances, school athletic competitions, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Parent/Guardian/Caretaker, who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the School Administration. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the school administrator(s) should be first brought to the attention of the School Administration, as mentioned above, for investigation and remedy as described below. If this is not sufficient, further complaints may be filed in accordance with the School's Uniform Complaint Policy.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, s/he should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a timely written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in the School Handbook).

All complaints about prohibited behavior shall be kept confidential to the greatest extent possible and will be promptly investigated. The school Executive Director or designee shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a

recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Parent/Guardian/Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school Executive Director or designee shall notify in writing the Parent/Guardian/Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students or parents (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law and by the School's Free Speech Policy).

### **Formal Complaints**

Students and/or their Caretakers may file written reports regarding any suspected prohibited behavior by completing the forms found in the Uniform Complaint Policy and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses.

Students and/or their Parent/Guardian/Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints should be reasonably specific, including person(s)

involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing by completing the appropriate forms. This written report shall be promptly forwarded by the school staff member and/or administrator to the Executive Director or designee for review, investigation, and appropriate action.

**Privacy/Confidentiality**

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

## V. School Wide Dress Code Prohibiting Gang Attire

*The Dress Code is established to support students' outward expression as well as establish courtesy and respect that all members of the school community have for one another. Our intention is to minimize distractions in an effort to ensure students remain focused on their education, rather than commercial, media and popular fashion. Please hold these thoughts in your consciousness and review these **guidelines** as you and your child are making wardrobe selections. Gang attire or attire determined by staff to be gang related is not permitted*

### **CLOTHING (TOPS/DRESSES/BOTTOMS) and HATS**

- Journey logo shirts and sweatshirts are recommended
- Alternatively, clothing with inspirational, positive, and non-violent images/phrases are permissible
- Clothing with media advertisements and logos are not encouraged and may be disallowed if they are determined to be a distraction for the student or classmates
- Middle School students (grades 6-8) may wear t-shirts and jackets with band/artists name and related imagery – if inspirational, positive, and non-violent
- Clothes must cover undergarments
- Clothes should be weather appropriate

### **SHOES**

- Footwear must be flat (No heels, wedges, wheels.)
- Sandals must have a heel strap
- Students must wear athletic or sneaker shoes for games classes

### **ACCESSORIES/MAKE-UP/JEWELRY**

- Stud earrings are allowed in all grades
- Light make-up and hair dye are allowed in grade 6 and up
- Jewelry should be kept at a minimum and is often a cause for student distraction

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.

## **VI. Teacher Notification of Dangerous Students**

The School Director or designee, in accordance with law, shall ensure teachers and all applicable staff shall be notified of student who may pose a danger in the classroom. All information regarding suspension and expulsion is CONFIDENTIAL and shall not be shared with any unauthorized parties.

Journey School shall define a potentially dangerous student as a pupil who has: (1) during the previous three school years, engaged in an act willfully harmed, attempted to harm or threatened to harm another student or staff member for which he/she was suspended OR (2) committed a crime reported to Journey School by a family member, local law enforcement, court services, probation department or social services.

In the event Journey School is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment at Journey School, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommence to the parent/guardian.

Teachers are notified of dangerous student via the following process:

- Any student meeting the above criteria will be flagged in our student information system
- Upon receipt of incoming cumulative files, data is reviewed by administrative staff and flagged for dangerous students
- If a student is flagged, a notice will be distributed to the students' teachers and applicable staff.
- Time will be made to review and questions or concerns that staff may have and to establish support strategies as appropriate.

## **VII. Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School**

The Journey School Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. In addition, a weekly newsletter provides frequent reminders about traffic and campus safety.

At the beginning of each school year, administration trains staff on safety procedures including safe ingress and egress of students and related campus supervision efforts before and after school hours.

Staff members are vigilant about visitors on campus and during school hours, all school guests are asked to sign in at the office and display a visitor's badge for the purposes of identification. If a person's presence on campus is questioned as administrator is contacted immediately.

## VIII. Rules and Procedures on School Discipline

Journey School staff is committed to creating a safe and nurturing environment for every child. We are equally committed to maintaining a respectful environment conducive to learning.

Through this Student Behavior Policy and within our day-to-day practice, our intention is to discourage misbehavior, guide children towards positive choice making and develop positive contributors within our school community. Our approach emphasizes *compassion, consistency, and responsibility*.

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - *RESPECT* (**R**espect, **E**mpathy, **S**ervice, **P**articipation, **E**ffort, **C**ourage, **T**rustworthiness) and the following behavior guidelines:

### Behavior Guidelines

1. **Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so. Student defiance and disruption to the learning environment will not be permitted.
2. **Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
3. **Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
4. **Students will follow all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
5. **Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and*

*Harassment Policy can be found on the school website and on page 29 of the School Handbook.*

6. **An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
7. **An expectation that “All are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

### **Consequences for Misbehavior**

Classroom management techniques, positive behavior intervention strategies (PBIS) and Tier I disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Tier I disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, utilization of short breaks to reflect on behavior (either a “pause” within the class or a “moment” in another class/hearth space), etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

If Tier I supports are not sufficient in our attempts to correct disruptive/disrespectful behavior OR a pattern of misbehavior emerges OR the severity of an incident/infraction is significant, one or more of the following actions will be taken as determined appropriate by the school’s educational team (administration and/or teachers involved).

1. **Office Referral:** An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student’s cumulative school record *and* a copy will be sent home to the student’s parents for review. The class teacher and/or administration will notify the student’s parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.
3. **Student Support Plan/Behavior Contract:** Developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan will be drafted at a parent conference with administration and teacher. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.
4. **Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The period of suspension for an infraction will be determined by administration and will not exceed five (5) consecutive school days. A suspension notice will be filed within the student’s

cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found in the School Handbook.*

- 5. Expulsion:** Should the interventions detailed above fail to correct a student's pattern of behavior or a student commits an expellable offense; expulsion from Journey School may be recommended at the discretion of administration. 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 and the student will be considered suspended from Journey school until that hearing takes place. A recommendation for expulsion notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on in the School Handbook.*

## **Disciplinary Escalation**

Below is a summary of the disciplinary measures that Journey School *may* employ in a given school year *prior* to an administrative recommendation for expulsion from Journey School\*:

1. Parents/guardians are contacted to inform them of a pattern of unacceptable student conduct ("office referrals and incident reports"). Solutions and strategies are implemented in the school and at home as a primary measure of support and correction.
2. If the behaviors do not improve and the pattern of unacceptable student conduct continues, the behavioral support team will convene with parents/guardians to develop a formal behavior support plan and contract.
3. If this plan and contract does not shift student conduct and student continues to violate school policy, the following disciplinary measures may be utilized.
  1. First suspension and parent conference with administration.
  2. Second suspension and parent conference with behavioral support team and administration.
  3. Third suspension and possible recommendation for expulsion\*.

\*The escalation/steps detailed above is intended to serve as a guideline for the typical steps of a disciplinary pathway and related supports. These steps are not intended to limit administration's discretion to suspend or expel a child based on the circumstances of an isolated incident or serve as a "3 strikes and you're out" process and each disciplinary event will be reviewed independently. Please see school handbook for safeguards and due process in place for students with disabilities

## **Dangerous, Violent or Unlawful Activity**

Journey School has adopted the following procedures to assess and respond to reports of dangerous, violent and/or unlawful activity conducted or threatened to be conducted at school. Below is a summary of this procedure:

1. If there is an immediate threat to life and/or property, school administration will call 911.

2. If it is determined that there is not an immediate threat to life and/or property, administration will gather information and facts to guide next steps which may include school discipline procedures detailed above.
3. In gathering information and facts, administration may determine that activities were unlawful or potentially unlawful and will engage law enforcement as appropriate. One of the following agencies established by the Orange County Sheriff's Department will be contacted depending on the nature of the activity/activities being investigated:
  - a.) School Resource Officer (SRO) assigned to Journey School  
The School Resource Officer (SRO) Program places uniformed officers within educational institutions to meet a variety of needs. Although the SRO's are predominantly assigned to Middle or High Schools that are located in the Sheriff's jurisdiction of Orange County, they also respond to elementary and institutions within their areas.
  - b.) Orange County School Mobile Assessment and Resource Team (SMART)  
The School Mobile Assessment and Resource Team is utilized in school situations and incidents related to violence, threats, possession and/or use of weapons, unstable behaviors, and suicidal actions or tendencies.

## IX. Dangerous Weapons

Weapons are prohibited on school grounds. Students who bring weapons will be disciplined according to the school suspension and expulsion policy. Additionally, California Penal Code § 626.10 PC makes it a crime to bring dangerous weapons onto school grounds, including K-12 schools and any private or public university or college. The offense can be charged as a misdemeanor or a felony.

The language of the statute reads:

*626.10. (a) (1) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, as defined in subdivision (a) of [Penal Code] 244.5, any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun, upon the grounds of, or within, any public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, is guilty of a public offense, punishable by imprisonment in a county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.*

Due to the nature of Journey School's programming, it should be noted that Games/PE classes practice archery and javelin under close supervision of a staff member and with safety precautions in place. Additionally, there are tools and knives that are used in farming, woodwork and cooking classes. These tools and items are stored securely and are used solely for instructional purposes. Staff/students are exempt from Penal Code 625.10 so long as the tools and items described above are used in accordance with law and in a manner consistent with instructional purposes.

## X. Prevention of Gun Violence

To further student and staff safety, Journey School strives to help prevent gun violence at school campuses by distributing materials to the community with an aim to educate and raise awareness about how to securely store guns—and why it matters. Distribution and education efforts would occur on an annual basis.

## **XI. Instructional Continuity Plan**

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Journey School a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and other strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for school administration and is not to be interpreted as finite due to the unique complexities faced during emergencies and school closures.

### **Objectives**

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
  1. Full day, in-person instruction
  2. Hybrid instruction (part time in-person instruction and remote learning)
  3. Remote learning with live virtual instruction (synchronous)
  4. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

### **Decision-Making Matrix for Instruction & Services**

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Locations	Independent Study Compliance	Communication Methods	Resource Allocation
<b>Public Health Emergency (Pandemic, Epidemic)</b>	Remote Learning/ Hybrid (If Permitted)	Outdoor Locations, Hybrid, Full Remote Learning	Ensure ADA compliance with IS Contracts and Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Parent Square Communication Platform, Virtual	Deploy Remote Learning Materials
<b>Facility Damaged due to Natural Disaster (Earthquake, Wildfire, Flood)</b>	Remote Learning/Hybrid	Outdoor Locations/Portable Classrooms/Other District Classrooms/Schools	Ensure ADA compliance with IS Contracts and Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Parent Square Communication Platform, Virtual Meetings	Temporary Facilities, Deploy Remote Learning Materials
<b>Security Threat (Active Threat, Civil Unrest)</b>	Shelter-in-Place/Remote Learning/Hybrid	Current Campus, Hybrid or Full Remote Learning	Ensure ADA compliance with IS Contracts and Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Parent Square Communication Platform, Virtual Meetings	Online & Local Learning Resources, Deploy Remote Learning Materials

### Instructional Continuity & Compliance

Journey School strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, Journey School will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

Journey School will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from structural damage, debris and hazards
- Internet fiber lines connected and functioning
- Staff availability/coverage

Journey School will coordinate with functioning school sites, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

When remote learning is necessary, Journey School will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Journey School will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

Journey School will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to ensure equitable access to learning.

Journey School will provide Special Education services during an emergency in accordance with the Emergency Circumstances Program as detailed on IEP agreements.

### **Communication Methods**

Journey School will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. Journey School will account for staff and students and identify their needs.

Journey School will provide staff, students, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, website updates, social media.

Journey School will use the established parent communication platform, email notifications, online webinars as feasible.

Journey School will ensure regular check-ins for students through virtual platforms with qualified staff and access to community support as feasible.

### **Resource Allocation**

Journey School will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-offs.

Journey School will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

RUSD will coordinate with NSLP and community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency

meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

### **Plan Review & Updates**

This Instructional Continuity Plan will be reviewed and updated annually in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, Journey School curriculum and resources, community needs, and technological advancements.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 651 Bannon Street, Suite 601  
 Sacramento, CA 95811

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

---

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_/\_\_\_/\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_

*Name*

*Signature*

*Title*

\_\_\_\_\_

*Fax Number*

*Telephone Number*

*Date*

\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

*Name*

*Signature*

*Title*

\_\_\_\_\_

*Fax Number*

*Telephone Number*

*Date*

\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

# Journey School Council Regular Meeting Schedule

**DRAFT**

## 2025-26 School Year

Day	Date	Year	Notes	Insp. Psg.	Faculty Rep.
	July	2025	No regular meeting		
Thursday	August 28	2025	* Board Retreat, 4pm Regular meeting, 6pm	Margaret	
Thursday	September 25	2025	*	Jeannie	
Thursday	October 23	2025	*	Melissa	
Thursday	November 20	2025	^	Gavin	
Thursday	December 18	2025	*	Shelley	
Thursday	January 22	2026	*	Renalani	
Thursday	February 26	2026	*	Mike	
Thursday	March 26	2026	*	Gavin	
Thursday	April 23	2026	*	Shelley	
Thursday	May 28	2026	*	Margaret	
Thursday	June 18	2026	^ Annual Meeting	Jeannie	

\*4<sup>th</sup> Thursday of the month    ^ Exception due to holiday or other scheduling issue

# Special Meeting

All regular meetings normally start at 6:00 pm, but time is subject to change if needed for Council members' schedules and is different for any retreats. Meetings may be held in-person and/or virtually via Zoom based on public health considerations. Check each agenda for the meeting location.

# JOURNEY SCHOOL COUNCIL ROSTER and TERMS

As of October 24, 2024

## Council Members - Voting

NAME	TITLE	START	END TERM	CONTACT INFORMATION
Amy Capelle	<b>President</b>	July, 2020	June, 2025	amy@journeyschool.net
Melissa Dahlin	<b>Board Member</b>	October, 2020	June, 2024 (willing to stay on month to month until replacement)	melissa.dahlin@gmail.com
Mike Allbee	<b>Treasurer</b>	September, 2022	June, 2026	michael.allbee@journeyschool.net
Margaret Moodian	<b>Secretary</b>	July, 2021	June, 2026	mminni100@hotmail.com
Jeannie Lee	<b>Board Member</b>	July, 2017	June, 2025	jeannie@journeyschool.net

## Staff Members/Consultants - Non-Voting

NAME	TITLE	PHONE	EMAIL
Gavin Keller	School Executive Director	949-448-7232 JS office	<a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a>
Shelley Kelley	Educational Program Administrator	949-448-7232 JS office	<a href="mailto:shelley@journeyschool.net">shelley@journeyschool.net</a>
Amanda Simmons	Independent Study Administrator	949-448-7232 JS office	<a href="mailto:amandas@journeyschool.net">amandas@journeyschool.net</a>
Larry Tamayo	Journey Account Manager with ExED	619-266-3239 office	<a href="mailto:ltamayo@exed.org">ltamayo@exed.org</a>

## Advisory Positions - Non-Voting

NAME	TITLE	EMAIL
<b>Renalani Moodley</b>	Parent Cabinet Advisory	renred63@gmail.com
<b>ROTATING</b>	Faculty Advisory	
<b>Heidi Crowley</b>	CUSD representative/advisor	<a href="mailto:hacrowley@capousd.org">hacrowley@capousd.org</a> 949-234-9220 office