



**AGENDA  
BOARD OF DIRECTORS MEETING  
AVESON CORPORATION**

**Zoom Virtual Meeting [Zoom Link](#)**

Meeting ID: 635 876 1750

Password: aveson

**August 26, 2021 | 6:00 P.M.**

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

Aveson Corporation (“Aveson”), which operates Aveson School of Leaders and Aveson Global Leadership Academy, welcomes your participation at the Aveson’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of Aveson in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. During normal operations, agendas are available at the door to the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact: Aveson Charter Schools, 1919 Pinecrest Dr., Altadena, CA 91001. Telephone: 626-797-1440. During remote operations, agendas will be available in the Zoom meeting upon arrival. Agendas and board packets are also posted at [aveson.org](http://aveson.org)
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.” You may specify that you wish to speak on an agenda item by completing the form before the meeting is called to order.
3. “Oral Communications” 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 Board can only listen to your issue, not engage in discussion or take action. The Board may give direction to staff to respond to your communication or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes.
4. You will be given an opportunity to speak for up to five (5) minutes on agenda items

when the Board discusses that item.

5. During remote operations, please keep your microphone muted, except when you are called upon by the Board. The chat may not be used by the public during online meetings. It shall only be used by the board to post public materials for the public.
6. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.
7. You may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in Board Policy. Once such an item is properly agendaized and publicly noticed, the Board can respond, interact, and act upon the item.
8. In compliance with the Americans with Disabilities Act (ADA) and upon request, Aveson may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Aveson's main office.

**I. PRELIMINARY**

**A. CALL TO ORDER**

Meeting was called to order by the Board Chair at \_\_\_\_\_.

**B. ROLL CALL**

	Present	Absent
Bridgette Brown	_____	_____
Rob Dell Angelo	_____	_____
Javier Guzman	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Kat Ross	_____	_____

Core Practice

Guiding Principle: Everyone's time is valuable.

**II. COMMUNICATIONS**

- A. ORAL COMMUNICATIONS: **Non-agenda items**: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

### **III. PUBLIC SESSION AGENDA**

#### **A. CONSENT AGENDA ITEMS**

1. Approval of Board Minutes: 07/01/21 & 8/12/21
2. Approval of Check Register
3. Approval of Credit Card Statements: Capital One & Amex paid in June
4. Approval of establishment of American Express Corporate Card
5. Approval of Unaudited Actuals
6. Approval of EPA Funds (Prop 30)
7. Approval of Amazon Statement June 2021

#### **B. DISCUSSION ITEMS**

1. Financial Report
2. Site Directors' Reports  
*Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Professional Development*
  - a) ASL
  - b) AGLA
3. Executive Director's Report  
*Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Human Resources; Professional Development; Operations*
4. Covid Compliance Report
5. ACO Report
6. Board Retreat Date and Agenda

#### **C. ACTION ITEMS**

1. Approval of COVID Safety Protocols Checklist ASL & AGLA
2. Approval of COVID Safety & Reopening Plan ASL & AGLA
3. Approval of Annual Notification
4. Approval of Student/Family Handbook ASL
5. Approval of Student/Family Handbook AGLA
6. Approval of Volunteer Handbook
7. Approval of Volunteer Handbook-Summer
8. Approval of Board Site Visits
9. Approval of 2021-2022 Board Meeting Calendar

### **IV. CLOSED SESSION**

- A. Employee Performance Evaluation. Title: Executive Director.  
Pursuant to paragraphs (1-4) of subdivision (b) of Section 54957

### **V. PUBLIC SESSION**

- A. RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at \_\_\_\_\_.

B. REPORT OUT OF CLOSED SESSION:

V. **ADJOURNMENT**

The meeting was adjourned at \_\_\_\_\_.

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA

Charter Approving Entity: Pasadena Unified School District

County: Los Angeles

Charter #: 847

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	1,347,526.00		1,347,526.00
Education Protection Account State Aid - Current Year	8012	73,576.00		73,576.00
State Aid - Prior Years	8019	52.92		52.92
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,990,661.00		1,990,661.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,411,815.92	0.00	3,411,815.92
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		62,196.00	62,196.00
Special Education - Federal	8181, 8182		71,973.00	71,973.00
Child Nutrition - Federal	8220		25,649.25	25,649.25
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		281,693.75	281,693.75
Total, Federal Revenues		0.00	441,512.00	441,512.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		203,127.00	203,127.00
All Other State Revenues	StateRevAO	79,350.66	379,653.67	459,004.33
Total, Other State Revenues		79,350.66	582,780.67	662,131.33
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	185,630.13	164.10	185,794.23
Total, Local Revenues		185,630.13	164.10	185,794.23
<b>5. TOTAL REVENUES</b>				
		3,676,796.71	1,024,456.77	4,701,253.48
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	875,764.04	392,016.18	1,267,780.22
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	309,439.28	22,309.25	331,748.53
Other Certificated Salaries	1900	112,390.27	297,699.38	410,089.65
Total, Certificated Salaries		1,297,593.59	712,024.81	2,009,618.40
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	41,983.25	89,759.86	131,743.11
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	116,289.68	64,951.68	181,241.36
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900	53,361.76	39,881.17	93,242.93
Total, Noncertificated Salaries		211,634.69	194,592.71	406,227.40

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	115,749.02	64,592.84	180,341.86
Health and Welfare Benefits	3401-3402	121,241.22	37,449.77	158,690.99
Unemployment Insurance	3501-3502	181.21		181.21
Workers' Compensation Insurance	3601-3602	20,144.39	6,790.85	26,935.24
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		257,315.84	108,833.46	366,149.30
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	37,006.98	61,682.57	98,689.55
Noncapitalized Equipment	4400	41,191.11	35,999.62	77,190.73
Food	4700	663.97	53,947.60	54,611.57
Total, Books and Supplies		78,862.06	151,629.79	230,491.85
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	305.63		305.63
Dues and Memberships	5300	7,497.95		7,497.95
Insurance	5400	64,174.74		64,174.74
Operations and Housekeeping Services	5500	15,200.88		15,200.88
Rentals, Leases, Repairs, and Noncap. Improvements	5600	22,313.29	523,665.25	545,978.54
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	231,599.90	194,113.07	425,712.97
Communications	5900	37,583.55		37,583.55
Total, Services and Other Operating Expenditures		378,675.94	717,778.32	1,096,454.26
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	46,440.74		46,440.74
Total, Capital Outlay		46,440.74	0.00	46,440.74
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		<b>2,270,522.86</b>	<b>1,884,859.09</b>	<b>4,155,381.95</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,406,273.85	(860,402.32)	545,871.53
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(860,402.32)	860,402.32	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(860,402.32)	860,402.32	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		545,871.53	0.00	545,871.53
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	293,534.89		293,534.89
b. Adjustments/Restatements	9793, 9795	56,903.00		56,903.00
c. Adjusted Beginning Fund Balance /Net Position		350,437.89	0.00	350,437.89
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		896,309.42	0.00	896,309.42
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	896,309.42	0.00	896,309.42

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	830,288.80	122,705.68	952,994.48
In Revolving Fund	9130	120.00		120.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	16,785.51		16,785.51
4. Due from Grantor Governments	9290	763,615.66	327,078.09	1,090,693.75
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	49,888.19		49,888.19
7. Other Current Assets	9340	39,848.18		39,848.18
8. Capital Assets (accrual basis only)	9400-9489	322,720.72		322,720.72
<b>9. TOTAL ASSETS</b>		<b>2,023,267.06</b>	<b>449,783.77</b>	<b>2,473,050.83</b>
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources				
	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>I. LIABILITIES</b>				
1. Accounts Payable				
	9500	111,655.59		111,655.59
2. Due to Grantor Governments				
	9590	500.00		500.00
3. Current Loans				
	9640		240,646.31	240,646.31
4. Unearned Revenue				
	9650		209,137.46	209,137.46
5. Long-Term Liabilities (accrual basis only)				
	9660-9669	1,014,799.41		1,014,799.41
<b>6. TOTAL LIABILITIES</b>		<b>1,126,955.00</b>	<b>449,783.77</b>	<b>1,576,738.77</b>
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources				
	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)				
		<b>896,312.06</b>	<b>0.00</b>	<b>896,312.06</b>



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Aveson Global Leadership Academy  
CDS #: 19648810113464 AGLA with formulas

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	
b. Noncertificated Salaries	2000-2999	
c. Employee Benefits	3000-3999	
d. Books and Supplies	4000-4999	
e. Services and Other Operating Expenditures	5000-5999	
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Aveson Global Leadership Academy  
CDS #: 19648810113464 AGLA with formulas

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	4,155,381.95
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	441,512.00
c. Subtotal of State & Local Expenditures [a minus b]	3,713,869.95
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	46,440.74
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 3,667,429.21</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472

Charter Approving Entity: Pasadena Unified School District

County: Los Angeles

Charter #: 848

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	1,249,204.00		1,249,204.00
Education Protection Account State Aid - Current Year	8012	82,662.00		82,662.00
State Aid - Prior Years	8019	10,397.92		10,397.92
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,236,491.00		2,236,491.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,578,754.92	0.00	3,578,754.92
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		41,355.00	41,355.00
Special Education - Federal	8181, 8182		47,629.00	47,629.00
Child Nutrition - Federal	8220		46,041.14	46,041.14
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		157,239.75	157,239.75
Total, Federal Revenues		0.00	292,264.89	292,264.89
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		258,397.00	258,397.00
All Other State Revenues	StateRevAO	84,124.50	65,039.27	149,163.77
Total, Other State Revenues		84,124.50	323,436.27	407,560.77
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	181,851.67	164.10	182,015.77
Total, Local Revenues		181,851.67	164.10	182,015.77
<b>5. TOTAL REVENUES</b>				
		3,844,731.09	615,865.26	4,460,596.35
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	1,249,271.80	256,113.46	1,505,385.26
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	470,741.99	112,765.58	583,507.57
Other Certificated Salaries	1900		188,541.92	188,541.92
Total, Certificated Salaries		1,720,013.79	557,420.96	2,277,434.75
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	20,248.18	54,874.57	75,122.75
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	89,172.44	7,330.69	96,503.13
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900	122,029.53	43,271.53	165,301.06
Total, Noncertificated Salaries		231,450.15	105,476.79	336,926.94

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	145,979.46	50,583.29	196,562.75
Health and Welfare Benefits	3401-3402	191,041.78	18,114.39	209,156.17
Unemployment Insurance	3501-3502	584.10		584.10
Workers' Compensation Insurance	3601-3602	21,687.41	5,247.83	26,935.24
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		359,292.75	73,945.51	433,238.26
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200	86.54	83.85	170.39
Materials and Supplies	4300	46,531.37	133,951.28	180,482.65
Noncapitalized Equipment	4400	34,127.81	34,051.74	68,179.55
Food	4700	851.42	55,091.13	55,942.55
Total, Books and Supplies		81,597.14	223,178.00	304,775.14
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	1,353.50	199.00	1,552.50
Dues and Memberships	5300	4,850.00		4,850.00
Insurance	5400	64,174.74		64,174.74
Operations and Housekeeping Services	5500	46,744.59		46,744.59
Rentals, Leases, Repairs, and Noncap. Improvements	5600	111,106.86	24,698.84	135,805.70
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	217,138.21	293,013.62	510,151.83
Communications	5900	44,150.83		44,150.83
Total, Services and Other Operating Expenditures		489,518.73	317,911.46	807,430.19
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	30,881.90		30,881.90
Total, Capital Outlay		30,881.90	0.00	30,881.90
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,912,754.46	1,277,932.72	4,190,687.18

**CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2020 to June 30, 2021

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		931,976.63	(662,067.46)	269,909.17
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(662,067.46)	662,067.46	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(662,067.46)	662,067.46	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		269,909.17	0.00	269,909.17
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	296,996.00		296,996.00
b. Adjustments/Restatements	9793, 9795	8,529.00		8,529.00
c. Adjusted Beginning Fund Balance /Net Position		305,525.00	0.00	305,525.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		575,434.17	0.00	575,434.17
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	575,434.17	0.00	575,434.17

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL with formulas

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	345,705.88	497,970.59	843,676.47
In Revolving Fund	9130	180.00		180.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	8,350.23		8,350.23
4. Due from Grantor Governments	9290	761,381.65	217,592.15	978,973.80
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	2,478.48		2,478.48
7. Other Current Assets	9340	5,432.32		5,432.32
8. Capital Assets (accrual basis only)	9400-9489	218,580.58		218,580.58
<b>9. TOTAL ASSETS</b>		<b>1,342,109.14</b>	<b>715,562.74</b>	<b>2,057,671.88</b>
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	349,425.09		349,425.09
2. Due to Grantor Governments	9590	500.00		500.00
3. Current Loans	9640		490,646.32	490,646.32
4. Unearned Revenue	9650		224,916.42	224,916.42
5. Long-Term Liabilities (accrual basis only)	9660-9669	416,748.39		416,748.39
<b>6. TOTAL LIABILITIES</b>		<b>766,673.48</b>	<b>715,562.74</b>	<b>1,482,236.22</b>
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		575,435.66	0.00	575,435.66

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL with formulas

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	
b. Noncertificated Salaries	2000-2999	
c. Employee Benefits	3000-3999	
d. Books and Supplies	4000-4999	
e. Services and Other Operating Expenditures	5000-5999	
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL with formulas

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	4,190,687.18
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	292,264.89
c. Subtotal of State & Local Expenditures [a minus b]	3,898,422.29
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	30,881.90
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 3,867,540.39</b>



2020-21 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Aveson Global Leadership Academy**  
**Expenditures for Fiscal Year Ending June 30, 2021-Final**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	117,317.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>117,317.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	117,317.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>117,317.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

2020-21 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Aveson School of Leaders**  
**Expenditures for Fiscal Year Ending June 30, 2021-Final**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	82,798.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>82,798.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	82,798.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>82,798.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

2021-22 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Aveson Global Leadership Academy**  
**Expenditures for Fiscal Year Ending June 30, 2022-Budgeted**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	60,204.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>60,204.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	60,204.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>60,204.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

2021-22 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Aveson School of Leaders**  
**Expenditures for Fiscal Year Ending June 30, 2022-Budgeted**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	76,950.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>76,950.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	76,950.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>76,950.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

**AVESON CHARTER SCHOOLS**

**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Aveson Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Aveson Charter Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: August 26, 2021

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

AVESON  
 BUDGET SUMMARY  
 PREPARED BY CHARTERWISE MANAGEMENT  
 FISCAL YEAR 2021-22



	FY21-22 WORKING BUDGET	FY21-22 WORKING BUDGET	FY21-22 WORKING BUDGET
Enrollment	308	405	713
FY ADA	289	385	674

<b>TOTAL INCOME</b>	<b>\$ 4,246,339</b>	<b>\$ 4,708,374</b>	<b>\$ 8,954,713</b>
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Total 1000 Certificated Salaries	\$ 1,740,355	\$ 2,276,648	\$ 4,017,003
Total 2000 Classified Salaries	\$ 654,402	\$ 691,089	\$ 1,345,491
Total 3000 Employee Benefits	\$ 460,220	\$ 518,433	\$ 978,653
Total 4000 Supplies	\$ 233,077	\$ 368,074	\$ 601,152
Total 5000 Services and Other Operating Expenditures	\$ 1,106,424	\$ 776,878	\$ 1,883,302
Total 6000 Capital Outlay	\$ 47,049	\$ 31,490	\$ 78,539
<b>TOTAL EXPENSE</b>	<b>\$ 4,241,526</b>	<b>\$ 4,662,613</b>	<b>\$ 8,904,140</b>

<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 4,812</b>	<b>\$ 45,761</b>	<b>\$ 50,573</b>
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<b>BEGINNING FUND BALANCE</b>	<b>\$ 832,061</b>	<b>\$ 554,079</b>	<b>\$ 1,386,140</b>
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<b>ENDING FUND BALANCE</b>	<b>\$ 836,874</b>	<b>\$ 599,839</b>	<b>\$ 1,436,713</b>
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<b>RESERVE (AS % OF EXPENSES)</b>	<b>20%</b>	<b>13%</b>	<b>16%</b>
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## Reopening Protocols for K-12 Schools: Appendix T1

### Recent Updates (Changes highlighted in yellow)

**8/12/21**

- Language inserted emphasizing vaccination as first line of prevention and urging schools to adopt policies that normalize, promote, and facilitate vaccination for all eligible persons on campus.
- Added additional clarification regarding determination of mask exemption in alignment with CDPH K-12 Schools Guidance 2021-2022 Questions & Answers. Determination must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician.

**7/28/21**

- Reaffirms indoor masking requirement for everyone at K-12 schools regardless of vaccination status; customary exceptions apply
- Revised testing recommendations to include vaccinated individuals after COVID-19 exposure and in surveillance testing programs, if testing capacity allows.
- In alignment with current Health Officer Order, employees exempt from wearing masks indoors must be tested at least twice per week.
- Clarified that mask is not required when individual is the only person present in a room or contiguous workspace.
- Confirms that at this time, students granted a reasonable accommodation in the form of mask exemption due to a disability or other condition **are not prohibited by LACDPH** from in-person education. Strongly recommended that such students be tested for COVID-19 at least twice weekly.
- Students who are excluded from campus because they will not wear a face covering should be offered alternative educational opportunities.
- Clarifies that physical distancing strategies are still recommended as long as they do not interfere with full-time attendance for all students.
- PE classes falls under the 100% masking requirement if class is held indoors.  
Updated exposure guideline to note that fully vaccinated individuals who are close contacts to a case do not need to quarantine but it is strongly recommended that such individuals be tested after exposure regardless of vaccination status.

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to enable schools serving students from transitional kindergarten through grade 12 to reopen safely. In addition to the conditions imposed on schools by the State Public Health Officer and the California Department of Education, schools must also be in compliance with these employee and student safety and infection control protocols.

Please note: This document may be updated as new information and resources become available. Go to <http://www.ph.lacounty.gov/media/Coronavirus/> for updates to this document.

This document starts with a discussion of current provisions for on-campus education in Los Angeles County, followed by information about safety strategies specific to the school environment.

The TK-12 reopening checklist provides safety measures in five areas:

- (1) Workplace policies and practices to protect employee and student health
- (2) Measures to create distancing where feasible
- (3) Measures to optimize infection control
- (4) Communication with employees, students and families of students and the public
- (5) Measures to ensure equitable access to critical services.

These five key areas contain numerous strategies that your school may choose to implement as your facility develops a plan to provide a safe environment for all employees, students, and visitors. Although some preventive and protective measures are currently required in all schools and are clearly indicated as such in the following protocol, most measures are optional and voluntary. Nevertheless, it is still appropriate for schools to implement multiple layers of COVID-19 mitigation strategies while fully re-opening to limit cases and transmission on the school campus. All measures in the associated [School Exposure Management Plan](#) **must** be implemented and are applicable to all on-site personnel. Additional resources for K-12 Schools can be found in the [TK-12 School COVID-19 Toolkit](#).

### General Reopening Guidance for All Schools

**At this time, all schools are permitted to reopen for all students in any grades TK – 12.**

Schools that have not yet reopened or not reopened fully and are planning to implement full in person instruction for the first time during the Summer or Fall of 2021 should refer to the [LACDPH Safe Schools for All](#) site for complete instructions on the reopening process and documents to complete.

**Note for child care programs located in schools.** LEAs and schools that offer day care services for children on school campuses should refer to DPH [Guidance for ECE Providers](#).

### COVID-19 VACCINATION IS THE FIRST LINE OF DEFENSE

Achieving a high vaccination rate on your school campus is the first and best way to lower risk of infection and transmission at your school, greatly decrease risk of severe illness, hospitalization and death in those who are fully vaccinated, and provide an additional layer of protection for those who are not currently eligible for vaccination (e.g., all students younger than 12 years of age). For this reason, in addition to all requirements and recommendations written in this protocol, schools are urged to adopt strategies that normalize, promote and facilitate COVID-19 vaccination for all eligible staff and students on your campus. Please see [LACDPH Vaccine Clinic Toolkit for Schools](#), a step-by-step guide with best practices for hosting a school-based vaccine clinic. Also be aware that a [Health Officer Order](#) issued by the State of California on August 11, 2021 requires all school staff to either show proof of full vaccination or be tested at least once per week.

### TK to Grade 12 Reopening Checklist

**Institution name:** Aveson Globa Leadership Academy

**Address:** 575 West Altadena Drive

**Maximum Occupancy, per Fire Code:** \_\_\_\_\_

**Approximate total square footage of space open to faculty and/or students:** \_\_\_\_\_

**Estimated total number of administrators, teachers, and other employees that will be returning to support resumption of in person services for students:**

53

**Estimated total number of students that will return per grade (if none, enter 0):**

Type text here

TK: \_\_\_\_\_ K: \_\_\_\_\_ 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_  
6: 40 7: 64 8: 77 9: 45 10: 40 11: 35 12: 36

**NOTE:** The terms “employees” and “staff” are used in these protocols to refer to individuals who work in a school facility in any capacity associated with teaching, coaching, student support, provision of therapies or personal assistance to individual students, facility cleaning or maintenance, administration, or any other activity required for the school to function. “Employees” or “staff” may include individuals who are: paid directly by the relevant school system, paid by entities acting as contractors to the school, paid by outside entities acting in collaboration with the school to serve students, paid by third parties to provide individual student services, or unpaid volunteers acting under school direction to carry out essential functions. The term “parents” is used in these protocols to refer to any persons serving as caregivers or guardians to students.

**A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF (“EMPLOYEES”) AND STUDENTS  
(CHECK ALL THAT APPLY)**

The school must have a COVID-19 Containment, Response and Control Plan that describes the school’s comprehensive approach to preventing and containing the spread of COVID-19 on campus. The Plan includes, but is not limited to the following elements:

- A designated COVID-19 Compliance Team that is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of this team is designated as a liaison to DPH in the event of an outbreak on campus.
- A plan or protocol, for steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student, or visitor) tests positive for COVID-19.
- The plan addresses:
  - Immediate separation of the case from the school community to self-isolation at home if notification occurs while the case is on-site. The plan must allow for temporary, on-site isolation of the case if arrangements are needed for the person’s return to their home.
  - Fact sheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with further information.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance that outlines procedures for:
  - Isolation of case(s);
  - Identification of persons exposed to cases at school;
  - Quarantine of exposed unvaccinated employees and/or students; and
  - Assurance of access to testing for all exposed individuals within the school, regardless of vaccination status, as the basis for further control measures.
  - Notification to DPH of all confirmed cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to the illness onset date. The illness onset date is the COVID-19 test date or Symptom Onset Date of the infected person, whichever is earlier. Reporting of cases should be done within 1 business day of the school’s notification of the case. This can be completed online using the secure web application: <http://www.redcap.link/lacdpheducationsector.covidreport> or by downloading and completing the [COVID-19 Case and Contact Line List for the Education Sector](#) and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
- A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health. This can be done using the same reporting options described above: (1) submitting the report online

at <http://www.redcap.link/lacdph.educationsector.covidreport> or (2) completing the [COVID-19 Case and Contact Line List for the Education Sector](#) and emailing it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov). The Department of Public Health will work with the school to determine whether the cluster is an outbreak that will require a public health outbreak response.

- Contingency plans for full or partial closure of in-person school operations if that should become necessary based on an outbreak in the school or community.
- A plan or protocol for incorporating COVID-19 testing into regular school operations.
  - At a minimum the plan should describe the strategy for ensuring access to testing for students or employees who are symptomatic or have known or suspected exposure to an individual infected with SARS-CoV-2. Note that current Cal/OSHA COVID-19 Prevention Emergency Temporary Standards ([Cal/OSHA ETS](#)) requires employers to offer testing at no cost to employees during paid time for:
    - o Symptomatic unvaccinated employees, regardless of whether there is a known exposure.
    - o Unvaccinated employees after an exposure.
    - o Vaccinated employees after an exposure if they develop symptoms.
    - o Unvaccinated employees in an outbreak (3 or more employee cases).
    - o All employees in a major outbreak (20 or more employee cases).
  - In addition, the school may consider a strategy for periodic testing for asymptomatic individuals with no known exposure. The California Department of Public Health (CDPH) is not requiring any particular frequency or procedure for asymptomatic testing at this time. However, the state has put into place support for specific testing cadences through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement. Schools are advised to access information and resources regarding school-centered testing at the state's [Safe Schools for All hub](#). In times of high rates of community transmission, LA County recommends that periodic testing include fully vaccinated individuals where resources allow.
  - The plan must provide that all testing results will be reported to the Department of Public Health.
  - Please note: Screening testing is not recommended for persons who have recovered from laboratory confirmed COVID-19 within the past 90 days and are asymptomatic.
- Consider assigning vulnerable employees (employees not yet fully vaccinated who are above age 65 and/or with chronic health conditions that would place them at high risk if infected) work that can be done from home when feasible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
- Consider reconfiguration of work processes to the extent consistent with academic requirements and student needs to increase opportunities for employees to work from home.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. School officials have provided information to employees regarding [employer or government sponsored leave benefits](#), including their right to paid sick leave as guaranteed by the [2021 COVID-19 Supplemental Paid Sick Leave Law](#).
- Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is permitted. Use of indoor school facilities provides more risk of contamination of indoor air and surfaces and care should be taken to avoid unnecessary exposure for regular school employees and students. Routine cleaning after use of indoor facilities by non-school groups is recommended. Use of outdoor athletic fields by non-school youth sports teams, leagues, or clubs is permitted as long as care is taken to avoid unnecessary exposures for regular school employees and students.
- [Employee screenings](#) are recommended to be conducted before employees may enter the workspace. Entry screening should include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee is currently under isolation or quarantine orders. Temperature checks are recommended if feasible.

- These screenings can be done in-person upon arrival at the site or remotely before arrival using a digital app or other verifiable approach.
  - Note that current [Cal/OSHA ETS](#) requires employers to exclude employees from the workplace who have COVID-19 symptoms and/or are not fully vaccinated and have had a close contact. Cal/OSHA does not prescribe any particular method of employee screening but implementing some method as recommended will assist in compliance with the current ETS.
- ☑ Masking is required for anyone entering school buildings or transports (school buses as well as school buildings) who has contact with others (students, parents, or other employees).
- Employees who have contact with others are offered, at no cost, an appropriate face mask that covers the nose and mouth. The mask must be worn by the employee at all times during the workday when indoors and is in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face mask must wear a face shield with a drape on the bottom edge, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves must not be used.
  - Employees who are exempt from wearing a mask while indoors, **must** undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination status against COVID-19. In times of high rates of community transmission, LA County recommends that periodic testing also include fully vaccinated individuals where resources allow.
  - Employers are required to provide, upon request, respirators to any unvaccinated employee along with instructions on how to ensure the mask fits appropriately.
  - Employees that are in a setting where they are in close contact with other people who may not be fully vaccinated should be offered and should consider wearing higher level of protection, such as wearing two masks (“double masking”) or a respirator (e.g., KN95 or N95). This is particularly important if the employee is not fully vaccinated and is working in an indoor or crowded outdoor setting.
  - All staff **must** wear a face mask at all times when indoors, except: when working alone in private offices with closed doors; when they are the **only** individual present in a larger open workspace for multiple employees; or when eating or drinking.
  - For the most updated LACDPH guidance and information on masking, refer to our [COVID-19 Masks](#) page.
  - A medical grade mask is provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child’s use of a clothface mask.
  - Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who have medical reasons why they cannot use or tolerate a face mask. Students who present appropriate documentation demonstrating a disability or condition that does not allow them to safely wear a mask should wear a face shield with drape at the bottom if their condition allows it. Students with documented conditions that do not accommodate the face shield and drape may request a reasonable accommodation from the school or district. **Assessing for exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.**
  - It is strongly recommended that any student who is exempt from wearing a mask indoors be tested for COVID-19 at least twice a week, unless they provide proof of full vaccination status against COVID-19. In times of high rates of community transmission, LA County recommends that periodic testing also include fully vaccinated individuals where resources allow.
  - Public schools should be aware of the requirements in AB 130 to offer independent study programs



for the 2021-22 school year.

- It is recommended that employees be instructed to wash or replace their face masks daily and parents be instructed to ensure that children have clean face masks.
- To ensure that masks are worn consistently and correctly, staff are discouraged from eating or drinking except during their breaks when they are able to safely remove their masks and increase their physical distance from others. Eating or drinking outdoors is best but eating or drinking at a cubicle or workstation indoors is preferred to eating in a breakroom if eating in a cubicle or workstation permits greater distance from and barriers between staff.
- Consider increasing space between employees in any room or area used by staff for meals and/or breaks, especially when space will be shared by employees who are not fully vaccinated or whose vaccination status is unknown.
- All employees, on-site contractors, vendors, and delivery personnel have been provided instructions regarding required use of face masks when around others indoors.
- Break rooms, restrooms, classrooms, and other common areas used or visited by staff are cleaned at the frequency listed below. Routine cleaning is recommended at a frequency no less than once per day during periods of operation but may be done more frequently.
  - Break rooms     Daily
  - Restrooms     Daily
  - Classrooms     Daily
  - Laboratories     Daily
  - Nurse's office     Daily
  - Counseling and other student support areas     Daily
  - Front office     Daily
  - Other offices     Daily
  - Other (auditorium, gymnasium, library if in use)     Daily
- High touch areas in staff breakrooms are recommended to be cleaned at least once per day.
- It is recommended that hand sanitizer effective against COVID-19 be made available to all employees in or near the following locations (check all that apply):
  - Building entrance/s, exit/s
  - Central office
  - Stairway entrances \_\_\_\_\_
  - Elevator entry (if applicable) \_\_\_\_\_
  - Classrooms
  - Faculty breakroom
  - Faculty offices:
- It is recommended that employees be offered frequent opportunities to wash their hands with soap and water.
- Copies of this Protocol have been distributed to all employees.
- Optional—Describe other measures:  
\_\_\_\_\_

**B. MEASURES TO ALLOW FOR RECOMMENDED PHYSICAL DISTANCING AND REDUCE CROWDING BY STAFF, STUDENTS AND VISITORS (CHECK ALL THAT APPLY)**

**NOTE:** LACDPH recommends that measures be implemented to create physical distancing when doing so will not interfere with the full-time attendance of all enrolled students. This is especially important during times that groups of students are outside the classroom (e.g., hallway transitions) and/or anytime masks must be removed in a group setting (e.g., lunch time, recess) where increased physical distance is preferred. For situations when physical distancing may not be feasible (e.g., very full classrooms), the importance of 100% mask adherence is critical.

- Maximum number of employees permitted in facility, is: 58.
- Face masks are required at all times on school buses and vans.
- Consider maintaining measures to promote physical distancing of students on school busses since many students remain unvaccinated. These measures may include (check all that apply):
  - Seating one child per bus seat. \_\_\_\_\_
  - Use of alternating rows. \_\_\_\_\_
  - Open windows as air quality and rider safety concerns allow. \_\_\_\_\_
- Additional measures that may be considered to promote physical distancing and reduce rider density on school buses (Check all that apply):
  - Staggered school start times to permit more than one trip per bus at school start and close. \_\_\_\_\_
  - Implementation of measures that make it easier for parents to drive students to school, such as availability of early opening with staff presence, expanded short-term parking at schools, and presence of staff at drop-off areas to assure safe movement of students from drop-off to school entry. \_\_\_\_\_
  - Implementation of measures that facilitate safe and age-appropriate student travel to school including Safe Routes to School walking groups, use of school crossing guards, bicycle safety and bike route programming. \_\_\_\_\_
    - Parents have been engaged in working with school personnel to assure that alternative transportation options are appropriately supervised and have incorporated strategies for physical distancing and use of face masks.
    - Building infrastructure is adapted to maximize support for bicycle commuting and capacity for bike storage is increased if possible.
  - Other: \_\_\_\_\_
- Consider implementing measures to reduce crowding as students, parents or visitors enter and move through the school building. These may include (check all that apply):
  - Schedules are adjusted to avoid crowding in common spaces and when possible, allow single classrooms or small groups to move through common spaces (such as hallways and bathrooms) at a given time. \_\_\_\_\_✓
  - School employees are deployed in hallways to promote physical distancing and reduce loitering and crowding as students enter and proceed to classrooms. \_\_\_\_\_✓
  - Elevator capacity, if applicable, is limited to reduce crowding. All riders are required to wear face masks. \_\_\_\_\_✓
  - The following measures may be implemented to avoid crowding on stairways:
    - Designation of up and down stairways \_\_\_\_\_✓
    - Staggering of breaks between classes \_\_\_\_\_✓
    - Monitoring of stairways by school staff \_\_\_\_\_✓
    - Other: \_\_\_\_\_

- Consider adopting a school-wide approach to creating and maintaining stable groups, in which supervising adults and children stay together for as many activities as possible (e.g., meals, recreation, etc.), and avoid inter-mingling with people outside of their group in the setting, throughout the school day. Stable groups are considered a best practice at all grade levels and therefore recommended but not required.
  - Students with IEP or 504 plans who require specialized services may be pulled out of their general education classroom and grouped with other students requiring similar services as needed to provide appropriate level of instruction and care.
  - Specialized staff who serve students with IEP or 504 plans and/or provide specialized services will need to work with different stable groups during the school day and this should be accommodated. Staff that are not fully vaccinated should consider wearing a face shield in addition to the required mask if entering multiple classrooms for this purpose. All staff should be encouraged to wash or sanitize hands after leaving a classroom and before entering another classroom with a different group of students.
  
- Consider implementing measures that allow for recommended physical distancing within classrooms when possible without interfering with essential operations. These may include the following measures (check all that apply):
  - Classroom furniture is set up to maximize distance between students and between students and teachers. Where distancing is not feasible consider other safety measures including focus on high mask adherence.
  - Consider enhancing other mitigation layers, such as stable groups or improved ventilation.
  - Maintain an increased distance as much as possible during times when students or staff are not masked (e.g., due to eating or drinking, napping).
  - Nap or rest areas in classrooms have students placed an increased distance apart and alternating feet to head.
  - Other: \_\_\_\_\_
  
- Consider offering physical education class outdoors as much as possible and select activities that allow for physical distancing. Physical education classes held indoors requires all present to wear masks except when drinking water.
  
- Consider implementing school policies that promote physical distancing in locker rooms. Policies may include:
  - Offering access to locker rooms only when staff supervision is possible. Staggering locker room access.
  - Creating alternative options for storage of student clothing, books, and other items.
  
- Consider implementing measures to increase physical distancing during school meals when students will be unmasked. These may include (check all that apply):
  - Meals are eaten in classrooms or outdoors, without mingling of stable groups from different classrooms. \_\_\_\_\_ ✓
  - If students line up to pick up food, tape or other markings are used to promote distance between students. \_\_\_\_\_ ✓
  - Staff are deployed during meals to maintain distancing and prevent mixing of students from different stable groups. \_\_\_\_\_ ✓
  - If meals take place in a cafeteria, mealtimes are staggered to reduce the number of groups in the cafeteria at any one time. \_\_\_\_\_ ✓
  - If meals take place in a cafeteria, space between all tables/chairs has been increased to maintain distance between students while eating. Barriers between tables and/or chairs may be used as an alternative when distancing is not possible. \_\_\_\_\_ ✓



- Consider implementing measures to promote physical distancing in school areas used for student support services.
- Student support staff, including school employees (nurses, guidance counselors, therapists, etc.) and employees of adjunct support programs (clinicians, health educators, etc.) are encouraged to maintain when feasible physical distance while engaging in student support activities.
  - Furniture and equipment in school areas used for student support services are arranged to promote distancing between any two students and/or between students and staff.
  - Sharing of equipment and supplies is avoided where possible.
  - Staff offering student support services are provided with appropriate Personal Protective Equipment (PPE) per Cal OSHA requirements.

**C. MEASURES THAT ENSURE INFECTION CONTROL (CHECK ALL THAT APPLY TO THE FACILITY)**

- Symptom screening is recommended to be conducted before students, visitors and staff enter the school. Screening should include a check-in concerning symptoms consistent with possible COVID-19 and any other symptoms the individual may be experiencing. These checks can be done remotely (using a digital app or in person upon arrival. A temperature check with a no-touch thermometer at entry can be included as part of the screening, if feasible, especially for visitors who may not be part of a systematic at-home screening process.
- Students, staff, and visitors who screen positive at entry or who report symptoms at any point during the school day should be reported to the COVID-19 Compliance Team (see Section A). The COVID-19 Compliance Team will determine whether the individual should be excused from the facility according to DPH guidance on [Symptom and Exposure Screening Pathways](#) at Educational Institutions. Students who screen positive are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while a determination is made on exclusion and arrangements are made for their return home, where indicated.
  - Per the DPH Symptom and Exposure Screening Pathways, students, staff, and visitors who have had close contact with an individual who has screened positive for symptoms consistent with possible COVID-19 are notified of the potential exposure. These individuals are not required to quarantine unless the exposure has been confirmed through a positive COVID-19 diagnostic viral test or a clinical diagnosis from a medical provider. Students who have a confirmed exposure are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer Quarantine Order.
  - The preceding quarantine instructions do not apply to an individual who has a confirmed exposure but demonstrates proof of full vaccination against COVID-19 and is asymptomatic. Those individuals are not required to quarantine but are strongly recommended to be tested for COVID-19 as a result of their exposure *regardless of their vaccination status*.
- Screening of adults and of middle and high school age students should include a question about close contact with anyone at home, school or elsewhere in the past 10 days who has tested positive for COVID-19.
- Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID-19.
  - Any middle or high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.
  - The preceding quarantine instructions do not apply to an individual who reports a close contact but demonstrates proof of full vaccination against COVID-19 and is asymptomatic. Those individuals are

not required to quarantine but are strongly recommended to be tested for COVID-19 as a result of their exposure *regardless of their vaccination status*.

✓ Consider implementing measures to limit risk of infection due to visits by individuals other than staff and students. These may include (check all that apply):

- Visitors should be registered in a visitor log that includes a visitor's name, phone number and email address in case this information is needed in the future for contact tracing purposes. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information should also be captured in the visitor log. \_\_\_\_\_
- Movement of visitors within the school is best limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible, in order to reduce unnecessary interaction with any stable learning groups. \_\_\_\_\_
- Visitors arriving at the school are reminded to wear a face mask at all times while inside the school. This applies to all adults and to children 2 years of age and older. Individuals who have been instructed by their medical provider that they should not wear a face mask should wear a face shield with a drape on the bottom edge, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves must not be used. To support the safety of your employees and other visitors, a face mask should be made available to visitors who arrive without them. \_\_\_\_\_

✓ Implementing measures to promote optimal ventilation in the school is strongly recommended. These may include (check all that apply):

- Movement of classroom learning, meals, and activities to outdoor space is maximized whenever feasible and weather permitting. \_\_\_\_\_ ✓
- The school HVAC system is in good, working order. Prior to school reopening, consider having the HVAC system evaluated by an appropriate engineer familiar with the Guidance for Reopening Schools as developed by the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE). \_\_\_\_\_ ✓
- HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate. \_\_\_\_\_ ✓
- Portable, high-efficiency air cleaners have been installed if feasible. \_\_\_\_\_ ✓
- Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate. Existing fire codes requiring closure of fire-rated doors must be respected. \_\_\_\_\_ ✓
- Air filters have been upgraded to a higher efficiency (MERV-13 or higher rating is preferred). \_\_\_\_\_ ✓
- Other: \_\_\_\_\_

✓ It is recommended to have measures in place to promote appropriate cleaning of space, surfaces, and objects throughout the school. These may include (check all that apply).

- A cleaning schedule have been established in order to avoid both under-and over- use of cleaning products. \_\_\_\_\_ ✓
- Buses are thoroughly cleaned daily and disinfected after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are cleaned after every completed bus route. \_\_\_\_\_
- Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are cleaned at least daily and more frequently as resources allow using appropriate products (see below). \_\_\_\_\_ ✓

- Drinking fountains may be available for use. To minimize the risk of Legionnaire's disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. This includes proper flushing and may require additional cleaning steps (including disinfection). Refer to CDC Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation: <https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>. \_\_\_\_\_ ✓
- Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are sanitized between users. \_\_\_\_\_ ✓
- Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list "N) are used according to product instructions. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together – this causes toxic fumes that may be very dangerous to breathe. \_\_\_\_\_ ✓
- Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer's directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable. \_\_\_\_\_ ✓
- Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product. \_\_\_\_\_ ✓
- All cleaning products are kept out of children's reach and stored in a space with restricted access. \_\_\_\_\_ ✓
- Ventilation is maximized during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality. \_\_\_\_\_ ✓
- Enhanced cleaning and disinfection of school premises, when indicated, is done when students are not at school with adequate time to let spaces air out before the start of the school day. \_\_\_\_\_ ✓
- Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water. \_\_\_\_\_
- Restrooms, lobbies, break rooms and lounges, and other common areas are cleaned at the frequency listed below. Routine cleaning is recommended at a frequency no less than once per day during periods of operation but may be done more frequently.
  - Restrooms: 3 times daily
  - Lobbies/entry areas: Daily
  - Teacher/staff break rooms: Daily
  - Classrooms: Daily
  - Cafeteria dining area: Following each meal
  - Cafeteria food preparation area: Daily
  - Front office: Daily
  - Other offices: Daily
  - Other areas: \_\_\_\_\_

✓ Measures are in place to ensure use of appropriate face masks by all staff, students, and visitors at all times when indoors. These must include (check all that apply):

- Staff, parents, and students are informed of the requirement for face masks prior to the start of the school year and on a regular basis throughout the school year. \_\_\_\_\_

- All students 2 and older are required to wear face masks at all times while indoors on school property except while eating, drinking, or carrying out other activities that preclude use of face masks. \_\_\_\_\_✓
- Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who have medical reasons why they cannot use or tolerate a face mask. They should substitute a face shield with drape at the bottom if tolerated. Assessing for exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations. \_\_\_\_\_
- Information is provided to staff, parents and students concerning proper use of face masks including the need to wash face masks after each day's use. \_\_\_\_\_✓
- Signage at the entry to the school, at the entry to the school office and throughout the school building reinforces this requirement and depicts proper use of cloth face masks. \_\_\_\_\_✓
- As feasible, two face masks are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own face masks. \_\_\_\_\_✓
- Parents of younger children are encouraged to provide a second face mask for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face mask during the day. \_\_\_\_\_✓
- Staff who are deployed at school entry or in hallways or other common areas remind students of rules concerning use of face masks. \_\_\_\_\_✓
- Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.), as appropriate. \_\_\_\_\_✓
- Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building. \_\_\_\_\_✓

**NOTE:** Staff and students who are alone in closed offices are not required to wear face masks. Students may also remove face masks indoors when eating or napping or when wearing a face mask is otherwise impracticable (e.g., while swimming or showering). The school may consider whether it is appropriate for a teacher in the early grades to use a plastic face shield with a tucked-in drape below the chin as a substitute for a face mask to enable the youngest students to see their teacher's face and avoid potential barriers to phonological instruction.

✓ Implementing measures to promote frequent hand washing by staff, students, and visitors is recommended. These may include (check all that apply):

- Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly. \_\_\_\_\_✓
- Younger students are regularly scheduled for frequent handwashing breaks, including before and after eating, after toileting, after outdoor play, and before and after any group activity. \_\_\_\_\_✓
- Staff are instructed to model frequent handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits and monitor proper hand washing. \_\_\_\_\_✓
- Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable. \_\_\_\_\_✓
- Ethyl alcohol-based (contains at least 60% ethanol) hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing \_\_\_\_\_

station (in or near classrooms, rooms in which support services are provided, music and art rooms). Ethyl alcohol-based hand sanitizer is preferred and should be used in school environments. Hand sanitizers with isopropyl alcohol as the main active ingredient are not used in the school, as it is more irritating and can be absorbed through the skin. \_\_\_\_\_✓

- Swallowing alcohol-based hand sanitizers can cause alcohol poisoning. Hand sanitizer is not out in the open and should be used with adult supervision for children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer. \_\_\_\_\_✓
- Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions. \_\_\_\_\_✓

### SPECIAL CONSIDERATIONS FOR PERFORMING ARTS

#### ✓ Music classes

- Any activity that requires participants to remove their face masks (e.g., playing wind instruments) may only be done as a group if the activity is held outdoors. However, individuals may practice such activities alone indoors in a studio or practice room with the door closed.
- For activities that generate more forceful expired respiratory droplets such as singing, increased distance between individuals and engaging in these activities outside is strongly recommended. Individual singers may practice alone indoors without a mask or with a single instructor present while indoors in a studio or practice room if both of them are masked. Increased distance between the singer and instructor is recommended.
- Limit the exchange (or sharing) of any instruments, parts, music sheets, or any other items.
- Use disposable absorbent pads or other receptacles, where possible, to catch the contents of spit valves or water keys; discard or clean properly after use.
- Consider using “bell covers” for the openings of brass instruments and specially designed bags with hand openings for woodwind instruments to minimize the generation of droplets and aerosols.

#### ✓ Theater classes

- Students and instructors in theater classes must wear face masks at all times when indoors. It is recommended that there be increased physical distance if the participants are enunciating (for example, those in a theater workshop).
- Limit, where possible, sharing of props, costumes, and wigs. If they must be shared, choose props, costumes and other materials that can be more easily disinfected. All props must be disinfected before first use on the set, and between uses by different actors. All shared clothing must be cleaned after each use. All wigs or other shared prosthetics must be disinfected after each use.
- Clean dressing rooms, green rooms, and production areas using a disinfectant from EPA’s List N: Disinfectants for COVID-19.
- Consider holding virtual or outdoor rehearsals and performances instead of indoor. Masks must be worn at all times for indoor activities.

#### □ Dance classes

- Students and instructors must wear face masks at all times while indoors. Masks may be removed briefly to drink water; during water breaks, students should be reminded to maintain an increased distance from others while masks are removed. Students should be reminded to limit their exertion to a level that is comfortable while wearing a face mask and to immediately take a break from exercise if they begin to experience any difficulty breathing. Masks may be briefly removed while a participant rests and catches their breath as long as they move an appropriate distance from all others in the space. Masks should be changed if they become wet, if they stick to a person’s face, or if they obstruct breathing.



- For activities that generate a greater volume of respiratory droplets such as heavy exertion, increasing the distance between individuals and limiting such activities to outdoor space is strongly recommended.
- Maximize use of outdoor space for practice and performance as much as possible. Masks must be worn at all times for indoor activities.

**Music Recording**

- ~~Singing in sound booths/recording booths is permitted at this time as long as face masks are worn at all times as required and increased distance between singers and from all others in the booth is strongly recommended due to the large amount of respiratory droplets released into a relatively small, confined indoor space.~~
- ~~Playing of wind instruments inside a sound booth with others present in the booth is not permitted at this time due to inability to adhere to indoor masking requirements.~~
- ~~Singers or musicians playing wind instruments are permitted to perform in the sound booth without masks only if they are sealed in the booth for solo recording and no other individuals are in the booth at the time.~~
- ~~Other group instrumental music may be recorded using a sound booth; however, a minimum of 3 feet of physical distance should be maintained between all musicians at all times and masks are required as for all other indoor spaces.~~
- ~~Before the booth is used by another musician or group of musicians, the booth should be well ventilated (consider use of an air purifying device) to promote full air exchange and shared equipment (e.g., microphones) should be sanitized.~~

**Performances**

- Any performances should follow the [Best Practices for Large Events](#) recommendations to reduce the risk of spreading COVID-19. Note that all performances in schools or other supervised youth settings requires use of masks in indoor spaces by all persons present regardless of vaccination status.

**D. MEASURES THAT COMMUNICATE TO THE CAMPUS COMMUNITY AND THE PUBLIC**

Information should be sent to parents and students prior to the start of school concerning school policies related to (check all that apply):

- Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed to COVID-19 \_\_\_\_\_ ✓
- Options for COVID-19 testing if the student or a family member has symptoms or has been exposed to COVID-19 \_\_\_\_\_ ✓
- Who to contact at the school if student has symptoms or may have been exposed:  
Advisor or Site Director \_\_\_\_\_
- How to conduct a symptom check before student leaves home \_\_\_\_\_ ✓
- Required use of face masks \_\_\_\_\_ ✓
- Importance of student compliance with any physical distancing and infection control policies in place \_\_\_\_\_ ✓
- Changes in academic and extracurricular programming in order to avert risk \_\_\_\_\_ ✓
- School policies concerning parent visits to school and advisability of contacting the school remotely \_\_\_\_\_ ✓
- Importance of providing the school with up-to-date emergency contact information including multiple parent contact options \_\_\_\_\_ ✓
- Other: \_\_\_\_\_

- A copy of this protocol is posted at all public entrances to the school and uploaded to a public facing page on the school or district website.
- Signage has been posted throughout the school reminding staff and students of policies concerning use of face masks and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
- Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face masks, physical distancing, and hand washing.
- Online outlets instruct students, parents, and teachers on how to contact the school in case of infection or exposure.

#### **E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES**

- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
  - This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child's education and safety are being addressed.
  - Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.
  - Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.
- Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

**Any additional measures not included above should be listed on separate pages, which the business should attach to this document.**

**You may contact the following person with any questions or comments about this protocol:**

**Business Contact Name:** Aveson Globa Leadership Academy

**Phone Number:** 626-797-1438

**Date Last Revised:** 8/11/2021

## SUMMARY OF REQUIRED PROCEDURES CONTAINED IN THIS DOCUMENT

- The school must have a COVID-19 Containment, Response and Control Plan that describes the school's comprehensive approach to preventing and containing the spread of COVID-19 on campus.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance.
- A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health.
- A plan or protocol for incorporating COVID-19 testing into regular school operations, which at a minimum should describe the strategy for ensuring access to testing for students or employees who are symptomatic or have known or suspected exposure to an individual infected with SARS-CoV-2.
  - The plan must provide that all testing results will be reported to the Department of Public Health.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19.
- Anyone entering school buildings or transports (school buses as well as school buildings) who has contact with others (students, parents, or other employees) is required to wear a face mask while indoors regardless of vaccination status.
- All employees, on-site contractors, vendors, and delivery personnel have been provided instructions regarding required use of face masks when around others indoors.
- Copies of this Protocol have been distributed to all employees.
- Face masks required at all times on buses.
- Information should be sent to parents and students prior to the start of school concerning school policies related to COVID-19 prevention.
- A copy of this protocol is posted at all public entrances to the school and uploaded to a public facing page on the school or district website.
- Signage has been posted throughout the school reminding staff and students of policies concerning use of face masks and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
- Per order of the State Public Health Officer, all school staff are required to show proof of full COVID-19 vaccination or be tested at least once per week.



## Reopening Protocols for K-12 Schools: Appendix T1

### Recent Updates (Changes highlighted in yellow)

**8/12/21**

- Language inserted emphasizing vaccination as first line of prevention and urging schools to adopt policies that normalize, promote, and facilitate vaccination for all eligible persons on campus.
- Added additional clarification regarding determination of mask exemption in alignment with CDPH K-12 Schools Guidance 2021-2022 Questions & Answers. Determination must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician.

**7/28/21**

- Reaffirms indoor masking requirement for everyone at K-12 schools regardless of vaccination status; customary exceptions apply
- Revised testing recommendations to include vaccinated individuals after COVID-19 exposure and in surveillance testing programs, if testing capacity allows.
- In alignment with current Health Officer Order, employees exempt from wearing masks indoors must be tested at least twice per week.
- Clarified that mask is not required when individual is the only person present in a room or contiguous workspace.
- Confirms that at this time, students granted a reasonable accommodation in the form of mask exemption due to a disability or other condition **are not prohibited by LACDPH** from in-person education. Strongly recommended that such students be tested for COVID-19 at least twice weekly.
- Students who are excluded from campus because they will not wear a face covering should be offered alternative educational opportunities.
- Clarifies that physical distancing strategies are still recommended as long as they do not interfere with full-time attendance for all students.
- PE classes falls under the 100% masking requirement if class is held indoors.  
Updated exposure guideline to note that fully vaccinated individuals who are close contacts to a case do not need to quarantine but it is strongly recommended that such individuals be tested after exposure regardless of vaccination status.

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to enable schools serving students from transitional kindergarten through grade 12 to reopen safely. In addition to the conditions imposed on schools by the State Public Health Officer and the California Department of Education, schools must also be in compliance with these employee and student safety and infection control protocols.

Please note: This document may be updated as new information and resources become available. Go to <http://www.ph.lacounty.gov/media/Coronavirus/> for updates to this document.

This document starts with a discussion of current provisions for on-campus education in Los Angeles County, followed by information about safety strategies specific to the school environment.

The TK-12 reopening checklist provides safety measures in five areas:

- (1) Workplace policies and practices to protect employee and student health
- (2) Measures to create distancing where feasible
- (3) Measures to optimize infection control
- (4) Communication with employees, students and families of students and the public
- (5) Measures to ensure equitable access to critical services.

These five key areas contain numerous strategies that your school may choose to implement as your facility develops a plan to provide a safe environment for all employees, students, and visitors. Although some preventive and protective measures are currently required in all schools and are clearly indicated as such in the following protocol, most measures are optional and voluntary. Nevertheless, it is still appropriate for schools to implement multiple layers of COVID-19 mitigation strategies while fully re-opening to limit cases and transmission on the school campus. All measures in the associated [School Exposure Management Plan](#) **must** be implemented and are applicable to all on-site personnel. Additional resources for K-12 Schools can be found in the [TK-12 School COVID-19 Toolkit](#).

### General Reopening Guidance for All Schools

**At this time, all schools are permitted to reopen for all students in any grades TK – 12.**

Schools that have not yet reopened or not reopened fully and are planning to implement full in person instruction for the first time during the Summer or Fall of 2021 should refer to the [LACDPH Safe Schools for All](#) site for complete instructions on the reopening process and documents to complete.

**Note for child care programs located in schools.** LEAs and schools that offer day care services for children on school campuses should refer to DPH [Guidance for ECE Providers](#).

### COVID-19 VACCINATION IS THE FIRST LINE OF DEFENSE

Achieving a high vaccination rate on your school campus is the first and best way to lower risk of infection and transmission at your school, greatly decrease risk of severe illness, hospitalization and death in those who are fully vaccinated, and provide an additional layer of protection for those who are not currently eligible for vaccination (e.g., all students younger than 12 years of age). For this reason, in addition to all requirements and recommendations written in this protocol, schools are urged to adopt strategies that normalize, promote and facilitate COVID-19 vaccination for all eligible staff and students on your campus. Please see [LACDPH Vaccine Clinic Toolkit for Schools](#), a step-by-step guide with best practices for hosting a school-based vaccine clinic. Also be aware that a [Health Officer Order](#) issued by the State of California on August 11, 2021 requires all school staff to either show proof of full vaccination or be tested at least once per week.

### TK to Grade 12 Reopening Checklist

Institution name:	Aveon School of Leaders
Address:	1919 E. Pinecrest Avenue, Altadena, CA 91001
Maximum Occupancy, per Fire Code:	
Approximate total square footage of space open to faculty and/or students:	

Estimated total number of administrators, teachers, and other employees that will be returning to support resumption of in person services for students:  
60

Estimated total number of students that will return per grade (if none, enter 0):  
400

TK: 14 K: 56 1: 64 2: 80 3: 53 4: 66 5: 69  
6: \_\_\_\_\_ 7: \_\_\_\_\_ 8: \_\_\_\_\_ 9: \_\_\_\_\_ 10: \_\_\_\_\_ 11: \_\_\_\_\_ 12: \_\_\_\_\_

**NOTE:** The terms “employees” and “staff” are used in these protocols to refer to individuals who work in a school facility in any capacity associated with teaching, coaching, student support, provision of therapies or personal assistance to individual students, facility cleaning or maintenance, administration, or any other activity required for the school to function. “Employees” or “staff” may include individuals who are: paid directly by the relevant school system, paid by entities acting as contractors to the school, paid by outside entities acting in collaboration with the school to serve students, paid by third parties to provide individual student services, or unpaid volunteers acting under school direction to carry out essential functions. The term “parents” is used in these protocols to refer to any persons serving as caregivers or guardians to students.

**A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF (“EMPLOYEES”) AND STUDENTS (CHECK ALL THAT APPLY)**

The school must have a COVID-19 Containment, Response and Control Plan that describes the school’s comprehensive approach to preventing and containing the spread of COVID-19 on campus. The Plan includes, but is not limited to the following elements:

- A designated COVID-19 Compliance Team that is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of this team is designated as a liaison to DPH in the event of an outbreak on campus.
- A plan or protocol, for steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student, or visitor) tests positive for COVID-19.
- The plan addresses:
  - Immediate separation of the case from the school community to self-isolation at home if notification occurs while the case is on-site. The plan must allow for temporary, on-site isolation of the case if arrangements are needed for the person’s return to their home.
  - Fact sheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with further information.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance that outlines procedures for:
  - Isolation of case(s);
  - Identification of persons exposed to cases at school;
  - Quarantine of exposed unvaccinated employees and/or students; and
  - Assurance of access to testing for all exposed individuals within the school, regardless of vaccination status, as the basis for further control measures.
  - Notification to DPH of all confirmed cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to the illness onset date. The illness onset date is the COVID-19 test date or Symptom Onset Date of the infected person, whichever is earlier. Reporting of cases should be done within 1 business day of the school’s notification of the case. This can be completed online using the secure web application: <http://www.redcap.link/lacdpheducationsector.covidreport> or by downloading and completing the [COVID-19 Case and Contact Line List for the Education Sector](#) and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
- A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health. This can be done using the same reporting options described above: (1) submitting the report online

at <http://www.redcap.link/lacdph.educationsector.covidreport> or (2) completing the [COVID-19 Case and Contact Line List for the Education Sector](#) and emailing it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov). The Department of Public Health will work with the school to determine whether the cluster is an outbreak that will require a public health outbreak response.

- Contingency plans for full or partial closure of in-person school operations if that should become necessary based on an outbreak in the school or community.
- A plan or protocol for incorporating COVID-19 testing into regular school operations.
  - At a minimum the plan should describe the strategy for ensuring access to testing for students or employees who are symptomatic or have known or suspected exposure to an individual infected with SARS-CoV-2. Note that current Cal/OSHA COVID-19 Prevention Emergency Temporary Standards ([Cal/OSHA ETS](#)) requires employers to offer testing at no cost to employees during paid time for:
    - o Symptomatic unvaccinated employees, regardless of whether there is a known exposure.
    - o Unvaccinated employees after an exposure.
    - o Vaccinated employees after an exposure if they develop symptoms.
    - o Unvaccinated employees in an outbreak (3 or more employee cases).
    - o All employees in a major outbreak (20 or more employee cases).
  - In addition, the school may consider a strategy for periodic testing for asymptomatic individuals with no known exposure. The California Department of Public Health (CDPH) is not requiring any particular frequency or procedure for asymptomatic testing at this time. However, the state has put into place support for specific testing cadences through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement. Schools are advised to access information and resources regarding school-centered testing at the state's [Safe Schools for All hub](#). In times of high rates of community transmission, LA County recommends that periodic testing include fully vaccinated individuals where resources allow.
  - The plan must provide that all testing results will be reported to the Department of Public Health.
  - Please note: Screening testing is not recommended for persons who have recovered from laboratory confirmed COVID-19 within the past 90 days and are asymptomatic.
- Consider assigning vulnerable employees (employees not yet fully vaccinated who are above age 65 and/or with chronic health conditions that would place them at high risk if infected) work that can be done from home when feasible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
- Consider reconfiguration of work processes to the extent consistent with academic requirements and student needs to increase opportunities for employees to work from home.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. School officials have provided information to employees regarding [employer or government sponsored leave benefits](#), including their right to paid sick leave as guaranteed by the [2021 COVID-19 Supplemental Paid Sick Leave Law](#).
- Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is permitted. Use of indoor school facilities provides more risk of contamination of indoor air and surfaces and care should be taken to avoid unnecessary exposure for regular school employees and students. Routine cleaning after use of indoor facilities by non-school groups is recommended. Use of outdoor athletic fields by non-school youth sports teams, leagues, or clubs is permitted as long as care is taken to avoid unnecessary exposures for regular school employees and students.
- [Employee screenings](#) are recommended to be conducted before employees may enter the workspace. Entry screening should include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee is currently under isolation or quarantine orders. Temperature checks are recommended if feasible.

- These screenings can be done in-person upon arrival at the site or remotely before arrival using a digital app or other verifiable approach.
  - Note that current [Cal/OSHA ETS](#) requires employers to exclude employees from the workplace who have COVID-19 symptoms and/or are not fully vaccinated and have had a close contact. Cal/OSHA does not prescribe any particular method of employee screening but implementing some method as recommended will assist in compliance with the current ETS.
- ☒ Masking is required for anyone entering school buildings or transports (school buses as well as school buildings) who has contact with others (students, parents, or other employees).
- Employees who have contact with others are offered, at no cost, an appropriate face mask that covers the nose and mouth. The mask must be worn by the employee at all times during the workday when indoors and is in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face mask must wear a face shield with a drape on the bottom edge, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves must not be used.
  - Employees who are exempt from wearing a mask while indoors, **must** undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination status against COVID-19. In times of high rates of community transmission, LA County recommends that periodic testing also include fully vaccinated individuals where resources allow.
  - Employers are required to provide, upon request, respirators to any unvaccinated employee along with instructions on how to ensure the mask fits appropriately.
  - Employees that are in a setting where they are in close contact with other people who may not be fully vaccinated should be offered and should consider wearing higher level of protection, such as wearing two masks (“double masking”) or a respirator (e.g., KN95 or N95). This is particularly important if the employee is not fully vaccinated and is working in an indoor or crowded outdoor setting.
  - All staff **must** wear a face mask at all times when indoors, except: when working alone in private offices with closed doors; when they are the **only** individual present in a larger open workspace for multiple employees; or when eating or drinking.
  - For the most updated LACDPH guidance and information on masking, refer to our [COVID-19 Masks](#) page.
  - A medical grade mask is provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child’s use of a clothface mask.
  - Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who have medical reasons why they cannot use or tolerate a face mask. Students who present appropriate documentation demonstrating a disability or condition that does not allow them to safely wear a mask should wear a face shield with drape at the bottom if their condition allows it. Students with documented conditions that do not accommodate the face shield and drape may request a reasonable accommodation from the school or district. **Assessing for exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.**
  - It is strongly recommended that any student who is exempt from wearing a mask indoors be tested for COVID-19 at least twice a week, unless they provide proof of full vaccination status against COVID-19. In times of high rates of community transmission, LA County recommends that periodic testing also include fully vaccinated individuals where resources allow.
  - Public schools should be aware of the requirements in AB 130 to offer independent study programs



for the 2021-22 school year.

- It is recommended that employees be instructed to wash or replace their face masks daily and parents be instructed to ensure that children have clean face masks.
- To ensure that masks are worn consistently and correctly, staff are discouraged from eating or drinking except during their breaks when they are able to safely remove their masks and increase their physical distance from others. Eating or drinking outdoors is best but eating or drinking at a cubicle or workstation indoors is preferred to eating in a breakroom if eating in a cubicle or workstation permits greater distance from and barriers between staff.
- Consider increasing space between employees in any room or area used by staff for meals and/or breaks, especially when space will be shared by employees who are not fully vaccinated or whose vaccination status is unknown.
- All employees, on-site contractors, vendors, and delivery personnel have been provided instructions regarding required use of face masks when around others indoors.
- Break rooms, restrooms, classrooms, and other common areas used or visited by staff are cleaned at the frequency listed below. Routine cleaning is recommended at a frequency no less than once per day during periods of operation but may be done more frequently.
  - Break rooms           Clean once per day
  - Restrooms           Cleaned once per day and as needed.
  - Classrooms           Cleaned once per day.
  - Laboratories           N/A
  - Nurse's office           Cleaned once per day and as needed.
  - Counseling and other student support areas           Cleaned once per day.
  - Front office           Cleaned once per day and as needed.
  - Other offices           Cleaned once per day.
  - Other (auditorium, gymnasium, library if in use)           Cleaned as needed.
- High touch areas in staff breakrooms are recommended to be cleaned at least once per day.
- It is recommended that hand sanitizer effective against COVID-19 be made available to all employees in or near the following locations (check all that apply):
  - Building entrance/s, exit/s   X
  - Central office   X
  - Stairway entrances
  - Elevator entry (if applicable)
  - Classrooms   X
  - Faculty breakroom
  - Faculty offices:   X
- It is recommended that employees be offered frequent opportunities to wash their hands with soap and water.
- Copies of this Protocol have been distributed to all employees.
- Optional—Describe other measures:  

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**B. MEASURES TO ALLOW FOR RECOMMENDED PHYSICAL DISTANCING AND REDUCE CROWDING BY STAFF, STUDENTS AND VISITORS (CHECK ALL THAT APPLY)**

**NOTE:** LACDPH recommends that measures be implemented to create physical distancing when doing so will not interfere with the full-time attendance of all enrolled students. This is especially important during times that groups of students are outside the classroom (e.g., hallway transitions) and/or anytime masks must be removed in a group setting (e.g., lunch time, recess) where increased physical distance is preferred. For situations when physical distancing may not be feasible (e.g., very full classrooms), the importance of 100% mask adherence is critical.

Approximately 60

- Maximum number of employees permitted in facility, is: \_\_\_\_\_.
- Face masks are required at all times on school buses and vans.
- Consider maintaining measures to promote physical distancing of students on school busses since many students remain unvaccinated. These measures may include (check all that apply):
  - Seating one child per bus seat. \_\_\_\_\_
  - Use of alternating rows. \_\_\_\_\_
  - Open windows as air quality and rider safety concerns allow. \_\_\_\_\_
- Additional measures that may be considered to promote physical distancing and reduce rider density on school buses (Check all that apply):
  - Staggered school start times to permit more than one trip per bus at school start and close. \_\_\_\_\_
  - Implementation of measures that make it easier for parents to drive students to school, such as availability of early opening with staff presence, expanded short-term parking at schools, and presence of staff at drop-off areas to assure safe movement of students from drop-off to school entry. \_\_\_\_\_
  - Implementation of measures that facilitate safe and age-appropriate student travel to school including Safe Routes to School walking groups, use of school crossing guards, bicycle safety and bike route programming. \_\_\_\_\_
    - Parents have been engaged in working with school personnel to assure that alternative transportation options are appropriately supervised and have incorporated strategies for physical distancing and use of face masks.
    - Building infrastructure is adapted to maximize support for bicycle commuting and capacity for bike storage is increased if possible.
  - Other: \_\_\_\_\_
- Consider implementing measures to reduce crowding as students, parents or visitors enter and move through the school building. These may include (check all that apply):
  - Schedules are adjusted to avoid crowding in common spaces and when possible, allow single classrooms or small groups to move through common spaces (such as hallways and bathrooms) at a given time.   X
  - School employees are deployed in hallways to promote physical distancing and reduce loitering and crowding as students enter and proceed to classrooms. \_\_\_\_\_
  - Elevator capacity, if applicable, is limited to reduce crowding. All riders are required to wear face masks. \_\_\_\_\_
  - The following measures may be implemented to avoid crowding on stairways:
    - Designation of up and down stairways \_\_\_\_\_
    - Staggering of breaks between classes   X
    - Monitoring of stairways by school staff \_\_\_\_\_
    - Other: \_\_\_\_\_

- Consider adopting a school-wide approach to creating and maintaining stable groups, in which supervising adults and children stay together for as many activities as possible (e.g., meals, recreation, etc.), and avoid inter-mingling with people outside of their group in the setting, throughout the school day. Stable groups are considered a best practice at all grade levels and therefore recommended but not required.
  - Students with IEP or 504 plans who require specialized services may be pulled out of their general education classroom and grouped with other students requiring similar services as needed to provide appropriate level of instruction and care.
  - Specialized staff who serve students with IEP or 504 plans and/or provide specialized services will need to work with different stable groups during the school day and this should be accommodated. Staff that are not fully vaccinated should consider wearing a face shield in addition to the required mask if entering multiple classrooms for this purpose. All staff should be encouraged to wash or sanitize hands after leaving a classroom and before entering another classroom with a different group of students.
- Consider implementing measures that allow for recommended physical distancing within classrooms when possible without interfering with essential operations. These may include the following measures (check all that apply):
  - Classroom furniture is set up to maximize distance between students and between students and teachers. Where distancing is not feasible consider other safety measures including focus on high mask adherence. X
  - Consider enhancing other mitigation layers, such as stable groups or improved ventilation. X
  - Maintain an increased distance as much as possible during times when students or staff are not masked (e.g., due to eating or drinking, napping). X
  - Nap or rest areas in classrooms have students placed an increased distance apart and alternating feet to head.
  - Other: \_\_\_\_\_
- Consider offering physical education class outdoors as much as possible and select activities that allow for physical distancing. Physical education classes held indoors requires all present to wear masks except when drinking water.
- Consider implementing school policies that promote physical distancing in locker rooms. Policies may include:
  - Offering access to locker rooms only when staff supervision is possible. Staggering locker room access.
  - Creating alternative options for storage of student clothing, books, and other items.
- Consider implementing measures to increase physical distancing during school meals when students will be unmasked. These may include (check all that apply):
  - Meals are eaten in classrooms or outdoors, without mingling of stable groups from different classrooms.   X
  - If students line up to pick up food, tape or other markings are used to promote distance between students.   X
  - Staff are deployed during meals to maintain distancing and prevent mixing of students from different stable groups.   X
  - If meals take place in a cafeteria, mealtimes are staggered to reduce the number of groups in the cafeteria at any one time. \_\_\_\_\_
  - If meals take place in a cafeteria, space between all tables/chairs has been increased to maintain distance between students while eating. Barriers between tables and/or chairs may be used as an alternative when distancing is not possible. \_\_\_\_\_



- Consider implementing measures to promote physical distancing in school areas used for student support services.
- Student support staff, including school employees (nurses, guidance counselors, therapists, etc.) and employees of adjunct support programs (clinicians, health educators, etc.) are encouraged to maintain when feasible physical distance while engaging in student support activities.
  - Furniture and equipment in school areas used for student support services are arranged to promote distancing between any two students and/or between students and staff.
  - Sharing of equipment and supplies is avoided where possible.
  - Staff offering student support services are provided with appropriate Personal Protective Equipment (PPE) per Cal OSHA requirements.

**C. MEASURES THAT ENSURE INFECTION CONTROL (CHECK ALL THAT APPLY TO THE FACILITY)**

- Symptom screening is recommended to be conducted before students, visitors and staff enter the school. Screening should include a check-in concerning symptoms consistent with possible COVID-19 and any other symptoms the individual may be experiencing. These checks can be done remotely (using a digital app or in person upon arrival. A temperature check with a no-touch thermometer at entry can be included as part of the screening, if feasible, especially for visitors who may not be part of a systematic at-home screening process.
- Students, staff, and visitors who screen positive at entry or who report symptoms at any point during the school day should be reported to the COVID-19 Compliance Team (see Section A). The COVID-19 Compliance Team will determine whether the individual should be excused from the facility according to DPH guidance on [Symptom and Exposure Screening Pathways](#) at Educational Institutions. Students who screen positive are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while a determination is made on exclusion and arrangements are made for their return home, where indicated.
  - Per the DPH Symptom and Exposure Screening Pathways, students, staff, and visitors who have had close contact with an individual who has screened positive for symptoms consistent with possible COVID-19 are notified of the potential exposure. These individuals are not required to quarantine unless the exposure has been confirmed through a positive COVID-19 diagnostic viral test or a clinical diagnosis from a medical provider. Students who have a confirmed exposure are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer Quarantine Order.
  - The preceding quarantine instructions do not apply to an individual who has a confirmed exposure but demonstrates proof of full vaccination against COVID-19 and is asymptomatic. Those individuals are not required to quarantine but are strongly recommended to be tested for COVID-19 as a result of their exposure *regardless of their vaccination status*.
- Screening of adults and of middle and high school age students should include a question about close contact with anyone at home, school or elsewhere in the past 10 days who has tested positive for COVID-19.
- Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID-19.
  - Any middle or high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.
  - The preceding quarantine instructions do not apply to an individual who reports a close contact but demonstrates proof of full vaccination against COVID-19 and is asymptomatic. Those individuals are

not required to quarantine but are strongly recommended to be tested for COVID-19 as a result of their exposure *regardless of their vaccination status*.

Consider implementing measures to limit risk of infection due to visits by individuals other than staff and students. These may include (check all that apply):

- Visitors should be registered in a visitor log that includes a visitor's name, phone number and email address in case this information is needed in the future for contact tracing purposes. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information should also be captured in the visitor log. \_\_\_\_\_
- Movement of visitors within the school is best limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible, in order to reduce unnecessary interaction with any stable learning groups. \_\_\_\_\_
- Visitors arriving at the school are reminded to wear a face mask at all times while inside the school. This applies to all adults and to children 2 years of age and older. Individuals who have been instructed by their medical provider that they should not wear a face mask should wear a face shield with a drape on the bottom edge, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves must not be used. To support the safety of your employees and other visitors, a face mask should be made available to visitors who arrive without them. \_\_\_\_\_

Implementing measures to promote optimal ventilation in the school is strongly recommended. These may include (check all that apply):

- Movement of classroom learning, meals, and activities to outdoor space is maximized whenever feasible and weather permitting.  X
- The school HVAC system is in good, working order. Prior to school reopening, consider having the HVAC system evaluated by an appropriate engineer familiar with the Guidance for Reopening Schools as developed by the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE). \_\_\_\_\_
- HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.  X
- Portable, high-efficiency air cleaners have been installed if feasible.  X
- Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate. Existing fire codes requiring closure of fire-rated doors must be respected.  X
- Air filters have been upgraded to a higher efficiency (MERV-13 or higher rating is preferred).  X
- Other: \_\_\_\_\_

It is recommended to have measures in place to promote appropriate cleaning of space, surfaces, and objects throughout the school. These may include (check all that apply).

- A cleaning schedule have been established in order to avoid both under-and over- use of cleaning products.  X
- Buses are thoroughly cleaned daily and disinfected after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are cleaned after every completed bus route. \_\_\_\_\_
- Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are cleaned at least daily and more frequently as resources allow using appropriate products (see below).  X

- Drinking fountains may be available for use. To minimize the risk of Legionnaire's disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. This includes proper flushing and may require additional cleaning steps (including disinfection). Refer to CDC Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation: <https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>.   X
- Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are sanitized between users. \_\_\_\_\_
- Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list "N) are used according to product instructions. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together – this causes toxic fumes that may be very dangerous to breathe.   X
- Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer's directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.   X
- Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product.   X
- All cleaning products are kept out of children's reach and stored in a space with restricted access.   X
- Ventilation is maximized during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.   X
- Enhanced cleaning and disinfection of school premises, when indicated, is done when students are not at school with adequate time to let spaces air out before the start of the school day.   X
- Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.   X
- Restrooms, lobbies, break rooms and lounges, and other common areas are cleaned at the frequency listed below. Routine cleaning is recommended at a frequency no less than once per day during periods of operation but may be done more frequently.
  - Restrooms:   Daily
  - Lobbies/entry areas:   Daily
  - Teacher/staff break rooms:   Daily
  - Classrooms:   Daily
  - Cafeteria dining area:   Daily
  - Cafeteria food preparation area:   Daily
  - Front office:   Daily
  - Other offices: \_\_\_\_\_
  - Other areas: \_\_\_\_\_

Measures are in place to ensure use of appropriate face masks by all staff, students, and visitors at all times when indoors. These must include (check all that apply):

- Staff, parents, and students are informed of the requirement for face masks prior to the start of the school year and on a regular basis throughout the school year.   X

- All students 2 and older are required to wear face masks at all times while indoors on school property except while eating, drinking, or carrying out other activities that preclude use of face masks.  X
- Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who have medical reasons why they cannot use or tolerate a face mask. They should substitute a face shield with drape at the bottom if tolerated. **Assessing for exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.**
- Information is provided to staff, parents and students concerning proper use of face masks including the need to wash face masks after each day's use.  X
- Signage at the entry to the school, at the entry to the school office and throughout the school building reinforces this requirement and depicts proper use of cloth face masks.  X
- As feasible, two face masks are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own face masks.  X
- Parents of younger children are encouraged to provide a second face mask for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face mask during the day.  X
- Staff who are deployed at school entry or in hallways or other common areas remind students of rules concerning use of face masks.  X
- Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.), as appropriate.  X
- Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building.  X

**NOTE:** Staff and students who are alone in closed offices are not required to wear face masks. Students may also remove face masks indoors when eating or napping or when wearing a face mask is otherwise impracticable (e.g., while swimming or showering). The school may consider whether it is appropriate for a teacher in the early grades to use a plastic face shield with a tucked-in drape below the chin as a substitute for a face mask to enable the youngest students to see their teacher's face and avoid potential barriers to phonological instruction.

- Implementing measures to promote frequent hand washing by staff, students, and visitors is recommended. These may include (check all that apply):
- Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.  X
  - Younger students are regularly scheduled for frequent handwashing breaks, including before and after eating, after toileting, after outdoor play, and before and after any group activity.  X
  - Staff are instructed to model frequent handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits and monitor proper hand washing.  X
  - Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable.  X
  - Ethyl alcohol-based (contains at least 60% ethanol) hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing

station (in or near classrooms, rooms in which support services are provided, music and art rooms). Ethyl alcohol-based hand sanitizer is preferred and should be used in school environments. Hand sanitizers with isopropyl alcohol as the main active ingredient are not used in the school, as it is more irritating and can be absorbed through the skin.   X  

- Swallowing alcohol-based hand sanitizers can cause alcohol poisoning. Hand sanitizer is not out in the open and should be used with adult supervision for children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer.   X
- Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions.   X

### SPECIAL CONSIDERATIONS FOR PERFORMING ARTS

#### Music classes

- Any activity that requires participants to remove their face masks (e.g., playing wind instruments) may only be done as a group if the activity is held outdoors. However, individuals may practice such activities alone indoors in a studio or practice room with the door closed.
- For activities that generate more forceful expired respiratory droplets such as singing, increased distance between individuals and engaging in these activities outside is strongly recommended. Individual singers may practice alone indoors without a mask or with a single instructor present while indoors in a studio or practice room if both of them are masked. Increased distance between the singer and instructor is recommended.
- Limit the exchange (or sharing) of any instruments, parts, music sheets, or any other items.
- Use disposable absorbent pads or other receptacles, where possible, to catch the contents of spit valves or water keys; discard or clean properly after use.
- Consider using “bell covers” for the openings of brass instruments and specially designed bags with hand openings for woodwind instruments to minimize the generation of droplets and aerosols.

#### Theater classes

- Students and instructors in theater classes must wear face masks at all times when indoors. It is recommended that there be increased physical distance if the participants are enunciating (for example, those in a theater workshop).
- Limit, where possible, sharing of props, costumes, and wigs. If they must be shared, choose props, costumes and other materials that can be more easily disinfected. All props must be disinfected before first use on the set, and between uses by different actors. All shared clothing must be cleaned after each use. All wigs or other shared prosthetics must be disinfected after each use.
- Clean dressing rooms, green rooms, and production areas using a disinfectant from EPA’s List N: Disinfectants for COVID-19.
- Consider holding virtual or outdoor rehearsals and performances instead of indoor. Masks must be worn at all times for indoor activities.

#### Dance classes

- Students and instructors must wear face masks at all times while indoors. Masks may be removed briefly to drink water; during water breaks, students should be reminded to maintain an increased distance from others while masks are removed. Students should be reminded to limit their exertion to a level that is comfortable while wearing a face mask and to immediately take a break from exercise if they begin to experience any difficulty breathing. Masks may be briefly removed while a participant rests and catches their breath as long as they move an appropriate distance from all others in the space. Masks should be changed if they become wet, if they stick to a person’s face, or if they obstruct breathing.





- A copy of this protocol is posted at all public entrances to the school and uploaded to a public facing page on the school or district website.
- Signage has been posted throughout the school reminding staff and students of policies concerning use of face masks and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
- Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face masks, physical distancing, and hand washing.
- Online outlets instruct students, parents, and teachers on how to contact the school in case of infection or exposure.

#### **E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES**

- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
  - This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child's education and safety are being addressed.
  - Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.
  - Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.
- Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

**Any additional measures not included above should be listed on separate pages, which the business should attach to this document.**

**You may contact the following person with any questions or comments about this protocol:**

**Business Contact Name:** Casey Rasmussen, Site Director/Principal

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**Phone Number:** 626-797-1440

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**Date Last Revised:** 8/23/2021

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## SUMMARY OF REQUIRED PROCEDURES CONTAINED IN THIS DOCUMENT

- The school must have a COVID-19 Containment, Response and Control Plan that describes the school's comprehensive approach to preventing and containing the spread of COVID-19 on campus.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance.
- A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health.
- A plan or protocol for incorporating COVID-19 testing into regular school operations, which at a minimum should describe the strategy for ensuring access to testing for students or employees who are symptomatic or have known or suspected exposure to an individual infected with SARS-CoV-2.
  - The plan must provide that all testing results will be reported to the Department of Public Health.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19.
- Anyone entering school buildings or transports (school buses as well as school buildings) who has contact with others (students, parents, or other employees) is required to wear a face mask while indoors regardless of vaccination status.
- All employees, on-site contractors, vendors, and delivery personnel have been provided instructions regarding required use of face masks when around others indoors.
- Copies of this Protocol have been distributed to all employees.
- Face masks required at all times on buses.
- Information should be sent to parents and students prior to the start of school concerning school policies related to COVID-19 prevention.
- A copy of this protocol is posted at all public entrances to the school and uploaded to a public facing page on the school or district website.
- Signage has been posted throughout the school reminding staff and students of policies concerning use of face masks and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
- Per order of the State Public Health Officer, all school staff are required to show proof of full COVID-19 vaccination or be tested at least once per week.





# Aveson Charter Schools COVID-19 Safety & Reopening Plans Town Hall

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Tuesday, August 10, 2021  
Hosted by The Aveson Community Organization  
Presented by Ian McFeat, Dr. Butler & Casey Rasmussen



**Note: This meeting will be recorded and posted on  
ParentSquare for later review.**

# Agenda:

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- ❑ COVID Safety Plan
- ❑ Long-term Independent Study/Remote Learning
- ❑ Screening & Testing
- ❑ Exposure Management Plan
- ❑ Quarantine & Continuity of Learning Plan
- ❑ Vaccinations
- ❑ Other Safety Measures
- ❑ Q & A

# Aveson Charter Schools COVID Safety Plan (CSP)

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- ❑ A plan that is required by CalOSHA's Temporary Emergency Standards for schools to reopen during the pandemic.
- ❑ The plan has been revised and updated to reflect current changes to public health guidance.
- ❑ Requires schools to have:
  - ❑ A COVID Task Force (Ian McFeat, Dr. Butler, Casey Rasmussen, Alex Alger, Jody Funes, Michelle Zvonec, Dr. Jeiran Lashai)
  - ❑ A plan that addresses:
    - ❑ Identification & Evaluation of COVID Hazards
    - ❑ Correction of Hazards
    - ❑ Investigation & Responding to positive COVID cases
    - ❑ Exposure Management Plan
- ❑ This plan will be posted on the Aveson website as well as in ParentSquare.

# Long-Term Independent Study/Remote Learning

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- ❑ Families wishing to remain in remote learning for some or all of the 2021-2022 school year have the option of applying to our Aveson Center for Independent Study.
  - ❑ Families would apply via our school application platform, SchoolMint
  - ❑ If there is space available in the program, the student will be offered the opportunity to enroll.
  - ❑ If accepted, the student will lose their enrollment with ASL or AGLA. If the family would like to return to ASL or AGLA, they would need to reapply to those programs via SchoolMint. Students would be accepted depending on space availability.
  - ❑ ACIS is a homeschool-style program and does NOT provide “distance learning” in the same sense that ASL did last year. See the Aveson website for details.

# Screening & Testing

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- ❑ Aveson Charter Schools WILL be conducting weekly testing of students and staff at both AGLA and ASL.
- ❑ Testing will be conducted on Monday mornings on site for staff and at home for students. Students will receive their test kit at school to bring home. Families will be instructed to use the test kit Monday morning before arriving at school. Tests will be collected and analyzed. Any positive cases will trigger our Exposure Management Plan protocols.
- ❑ All staff and families will need to complete a screening questionnaire via ParentSquare every morning before arriving to school.
- ❑ Students WILL be receiving temperature checks upon arrival to school each morning by an Aveson staff member.

# Exposure Management Plan

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- ❑ Per the CalOSHA required COVID Safety Plan requirements, Aveson Charter Schools must follow the current Exposure Management Plan (EMP) as set forth by the Los Angeles County Department of Public Health. The EMP is part of the CSP and can be found in that document soon to be located on our website and ParentSquare.
- ❑ The EMP details our plans for how to respond to 1, 2 or 3 or more positive cases of COVID including isolation, quarantine and communication procedures.
  - ❑ We ask that any community member coming onto campus who may have been exposed, call the Site Directors as soon as possible. This is also a required daily screening question.
  - ❑ Names of infected individuals or exposed individuals will not be released except to LCDPH as is required.

# Exposure Management Plan (cont.)

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- ❑ Positive cases will be instructed to isolate and may not return to campus until the following criteria are met:
  - ❑ 10 days from onset of symptoms
  - ❑ AND 24-hours fever free without the use of fever reducing medications
  - ❑ AND symptoms have improved
- ❑ Exposed Unvaccinated Cases
  - ❑ Quarantine for 10 days from last contact with positive case while infectious
  - ❑ If they remain asymptomatic, quarantine can end after day 10 without testing
  - ❑ If they remain asymptomatic, quarantine can end after day 7 if they test negative after day 5 of last contact with positive case while infectious
- ❑ Exposed Vaccinated Cases
  - ❑ If they are and remain asymptomatic, it is recommended that they test but do not have to quarantine

# Quarantine & Continuity of Learning Plan

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- ❑ In order to ensure continuation of learning following an exposure the following will take place:
  - ❑ A short-term independent study contract will be issued to students and their families via Docusign by day two of the quarantine.
  - ❑ Aveson advisors will conduct the class period via Zoom from day two (2) through day seven (7) or longer while ALL students are learning remotely.
  - ❑ Once students have begun to return to the classroom, online classes will be discontinued and the advisor(s) will provide asynchronous assignments in each subject area for each day that other affected students remain in self-quarantine.
  - ❑ Advisor(s) will schedule 30 minutes of “office hours” via Zoom, so that students can reach out to connect and/or ask questions about assignments.
  - ❑ In the case that an advisor is subject to self-quarantine while some or all of the students remain on campus, Aveson Directors will make a decision to **EITHER**:
    - ❑ Provide a substitute teacher to facilitate on-campus class sessions. **OR**:
    - ❑ Provide classroom supervision while the teacher provides instruction via Zoom.



# Vaccinations

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- ❑ At this time, Aveson is not requiring its staff or eligible students to show proof of vaccination in order to be on campus.
- ❑ Aveson has conducted a confidential survey asking the vaccination status of each staff member.

# Other Safety Measures...

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- ❑ Masks - to be worn by all persons while on campus indoors and out regardless of vaccination status. Exceptions: mask except individuals, while eating and/or drinking, while alone in a non-contiguous space.
- ❑ Physical Distancing - will take place where possible and especially anytime masks are off (like eating or drinking).
- ❑ Stable Grouping - (ASL) students are grouped together by advisory classes and will remain in that group for the duration of their school day, including recess and lunch.
- ❑ Ventilation & Outdoor Learning - windows and doors will remain open during the school day. Air purifiers are located in every office and soon every classroom. The highest grade HVAC filters have been installed (MERV 13). Outdoor Learning at ASL is expected to take place a majority of the time during the school day.

# Other Safety Measures...(cont.)

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- ❑ Staff and students must be symptom free and healthy to come onto campus.
- ❑ Sanitizing, Handwashing & Hand Sanitizer - classrooms and offices and other high traffic areas are cleaned and disinfected daily. Handwashing stations are installed throughout campus to aid in frequent hand washing and hand sanitizer has been provided to all classrooms and office spaces.
- ❑ Visitors and Volunteers -
  - ❑ At this time, during the school day, visitors/volunteers are restricted to essential service providers only.
  - ❑ At this time, all visitors/volunteers are permitted to be on campus during afterschool and/or weekend events.

Q & A





## **ANNUAL NOTIFICATION**

**2021 - 2022**

**Under the direction of:**

**Ian McFeat**

**Executive Director, Aveson Charter Schools**

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Aveson Charter Schools 2007-2021

"We change the world by teaching and inspiring individuals to change the world"

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*Approved by the Aveson Governing Board on October 24, 2019 updates May 2020*

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## **RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION**

### **California Education Code 51101 (in part)**

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The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

- Within a reasonable period of time after making the request, to observe their child’s classroom(s).
- Within a reasonable time of their request, to meet with their child’s teacher(s) and the principal.
- To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision of the teacher.
- To be notified on a timely basis if their child is absent from school without permission.
- To receive the results of their child’s performance on standardized tests and statewide tests and information on the performance of their child’s school on standardized statewide tests.
- To request a particular school for their child, and to receive a response from the school district.
- To have a school environment for their child that is safe and supportive of learning.
- To examine the curriculum materials of their child’s class(es).
- To be informed of their child’s progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- To have access to the school records of their child.
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

- To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
- To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

**KEY TO CODE AND REGULATION SECTION ABBREVIATIONS  
CLAVE PARA LAS ABREVIATURAS DE LA SECCIÓN DE CÓDIGO Y  
REGLAMENTO**

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<b>Abbreviation</b>	<b>Complete Title</b>
<b>EC</b>	<b>California Education Code</b>
<b>BPC</b>	<b>Business and Professions Code</b>
<b>CC</b>	<b>Civil Code</b>
<b>5 CCR</b>	<b>Title 5, California Code of Regulations</b>
<b>HSC</b>	<b>California Health and Safety Code</b>
<b>LEA</b>	<b>Local Educational Agency</b>
<b>PC</b>	<b>California Penal Code</b>
<b>VC</b>	<b>California Vehicle Code</b>
<b>WIC</b>	<b>California Welfare and Institutions Code</b>
<b>34 CFR</b>	<b>Title 34, Code of Federal Regulations</b>
<b>40 CFR</b>	<b>Title 40, Code of Federal Regulations</b>
<b>USC</b>	<b>United States Code</b>

# ALL SCHOOLS

## Asbestos Management Plan – 40 CFR 763.93

ASBESTOS MANAGEMENT PLAN – The Pasadena Unified School District maintains and annually updates its management plan for asbestos containing material in school buildings. For a copy of the asbestos management plan, please contact Pasadena Unified School District Facilities Department at 626-396-5850.

Noyes Elementary School - Aveson School of Leaders

Aveson Global Leadership Academy - built after 1978

## ACS Admissions and Public Random Drawing/Lottery Procedures EC47605(d)(2)(B)

After the close of the open enrollment period, Aveson Charter Schools enrolls all students who applied during the open application period subject to capacity. If the number of applications for admission to a grade exceeds the number of available slots in that grade, enrollment, except for existing students of the Charter School, who are exempt from any public random drawing, are determined by public random drawing. This public random drawing is publicized and held in a public setting. Admissions preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of existing students
2. Children of employees of Aveson
3. Children who completed 5<sup>th</sup> grade at Aveson School of Leaders
4. Children who are eligible to receive free or reduced price meals
5. All other District residents
6. All other applicants

All applications collected during the open enrollment period are drawn. Once capacity is reached, the remaining applications are drawn and placed on a wait-list in the random **order in which they are drawn. The wait list will allow students the option of enrollment in the**

case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Students admitted from the waitlist will be notified in the order in which they are listed should openings occur. After the public random drawing, those students who are drawn for enrollment receive their official enrollment/registration forms and are informed of the enrollment process. If the number of applications does not exceed the number of spaces available in each grade in the Charter School, there is no public random drawing and all students who submitted complete enrollment/registration information are enrolled.

## **Availability of Prospectus – EC 49063, 49091.14**

The prospectus for ASL is in the Student/Family handbook and below

### **Educational Model**

Aveson School of Leaders (ASL) seeks to provide a personalized approach for you, focusing on mastery of literacy, mathematics and social emotional outcomes. Each of you has an adult advisor prepared to guide your personalized mastery learning experience. At Aveson, you help drive what you will learn, how you will learn it, and help determine when you have reached mastery.

Personalized Mastery Learning (PML) allows for students and advisors to have a conversation about what gets learned, how it gets learned and when the learning happens. Students and advisors work together to establish relationships and relevance in learning, to define each student's learning path, to determine learning expectations and then to develop methods for students to reflect and defend their learning in order to show mastery.

What is Personalized Mastery Learning?

<https://www.youtube.com/watch?v=bJJoRduspzE>

The prospectus for AGLA is in the Student/Family handbook and below  
Aveson Global Leadership Prospectus

### **Educational Model**

Aveson Charter Schools were established to provide a TK-12 experience which guarantees students graduate from Aveson college ready and globally competent. In order for this to happen, students leave Aveson Global Leadership, the 6-12 school, with a mastery of California state content and CCSS focusing on essential literacy/math

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Aveson Charter Schools 2007-2021

"We change the world by teaching and inspiring individuals to change the world"

skills and the leadership/self-efficacy skills necessary to pursue areas of interest in a post-secondary environment.

The goal of the Aveson curriculum and instructional design is to equip all AGLA students with the desire and ability to learn. AGLA focuses on individual mastery of core skills and content for every student. Additionally, the Charter School requires the students to develop student-directed projects which exhibit the Global Competencies. The partner school, Aveson School of Leaders (ASL) prepares students to reach this promise of a personalized, project-based environment as a 6-12 grade level option, creating an alternative in the Pasadena area for a TK-12 experience that focuses on essential literacy and mathematics skills in the early years of education and then purposefully and methodically trains students in the skills necessary to develop and pursue project work that is standards-based, rigorous, and has a positive impact on the community. Through the project work, students acquire global competencies needed to succeed in any post-secondary experience.

The following chart summarizes the students' curriculum and instruction experience when viewed in conjunction with the sister school. While not all of the students may choose to attend AGLA after leaving ASL, they leave the Charter School well-prepared and ready to succeed in any environment.

### **Instructional Design and Teaching Methods**

As already indicated, the Aveson Global Leadership Academy educational program effectively serves the needs of students in grades 6-12 by providing a Personalized Mastery Learning Portfolio for every student. Each student's learning experience represents a systematic, thoughtful approach toward mastering the California state content standards and CCSS, developing leadership skills, and exploring healthy living practices.

The curriculum and instructional design for AGLA are derived from the research and perspectives of several educational theorists. Fundamental to the AGLA design is the need to provide the right instruction, for every student, every day. This requires an understanding of developmental timelines, the scope and sequence of desired skills, and a variety of techniques to match to various learning styles. Staff members are tasked with the on-going study of established developmental timelines and prerequisite skills (National Institute for Health and the National Research Council). Based on behaviorist theory, strategies such as direct instruction (Engelmenn & Becker) and content mastery promotes mastery of fundamental skills and practices. Constructivist approaches encourage students to work collaboratively and pursue areas of interest.

Such approaches include academic talk groups (Palinscar & Brown), the zone of proximal development (Vygotsky), and cooperative learning (Slavin).

Specific to a focus on literacy, AGLA uses the Three-Tier Reading Model developed by the University of Texas to ensure all students have a solid core program, strategic interventions, and intensive interventions. Materials, strategies, and techniques align with student needs, based on the developmentally appropriate expectations such as those found in *Preventing Reading Difficulties in Young Children* (1998) and the *Report of the National Reading Panel* (2001). Every student at AGLA is assessed at the beginning of each school year to determine their reading, writing and math level. Then the Mastery Learning Portfolio and daily schedules are created to provide targeted learning.

As a small charter school, AGLA faculty are able to get to know their students' personalities, learning styles, and background, allowing master teachers to provide the right instruction every day. Put simply, students experience a customized education that matches their needs and communication style. Some students benefit from a more structured, "traditional" setting. Others may be most successful working with groups of other students on projects. All students are exposed to a variety of educational experiences so they can learn not only the content and skills, but students can learn about how they learn best. By making the educational process one where students are encouraged to explore and develop their own preferences, AGLA nurtures the capacity of all students to become lifelong learners.

### **AGLA Curriculum**

Based on the above common areas of focus and teaching methods, the curriculum is comprised of three primary components:

- (1) Academic Success through Personalized Mastery Learning
- (2) Social Leadership
- (3) Healthy Living

### **Academic Success through Personalized Mastery Learning**

Every student has a story which includes their academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student. As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. All students must exhibit mastery of Foundational Learning Outcomes in order to pass a course. Students are also encouraged to show mastery on Extension Learning Outcomes based on their passion and or interest area. All students move



through their day or week; they are working towards mastery in the following core curriculum areas:

### English

English credentialed Advisors have collaborated to create a Personalized Mastery Learning Portfolio which has converted California state content standards and CCSS to Learning Outcomes. The statements are called Learning Outcomes.

Every English class is a highly collaborative, experiential environment where students have time to work independently when necessary but where students have many chances to work in community: to read, write, edit and revise, and research: create and explore driving questions, take notes, watch, listen, present, defend, and reflect

### History

History credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The statements are called Learning Outcomes.

Every History class focuses on building student critical thinking, research, and synthesizing skills through project-based learning. Students learn content through mini-lesson overviews and by creating rigorous projects focusing on topics of interest within their historical context. Instruction consists of Formal and Informal Discussions.

### Mathematics

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Math credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The mathematics block involves large group instruction, small group instruction, and independent practice. Students experience math integrated across content areas, investigative, hands-on, inclusive of peer teaching and tutoring, tiered, with problems and multiple strategies for differentiated instruction, and supported by classroom discussions.<sup>1</sup> Students use a variety of assessments and multiple opportunities to show mastery of math standards.

### Science

Credentialed Science Advisors use flexible learning blocks to provide authentic project-based learning experiences, direct instruction, small group instruction and independent practice. Advisors provide or students choose assessments which will show

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<sup>1</sup>

evidence of mastery of one or multiple Learning Outcomes. Advisors provide small group instruction to students working on similar learning goals. Advisors also conference with students individually as needed to check on learning progress and provide feedback.

### Physical Education

Students learn how to work as a team and individually while developing their physical skills. The emphasis is on physical activities students can do any time without expensive equipment or special access. The activities include: walking, running, hiking, aerobic exercise, and anaerobic exercise. Each student has a Personal Fitness Plan (PFP). Body composition and physical strength is assessed and then students set goals based on the data. The PFP goals are worked on in and outside of the school day. All 6th through 9th grade students participate in state Physical Education testing.

### Language other than English

Spanish is and will be the primary language other than English taught at Aveson. Students will also be able to study other languages by attending courses at a community college.

### Electives

Middle and high school elective courses give students the chance to take classes outside of a prescribed plan of coursework. This lets students pursue other interests they may have, giving them a more "well-rounded" education. These electives also let students find subjects that might interest them and change the direction they wish to take with their education. Electives may reflect a student's interests, introduce or improve skills, or be directly related to a future career.

High school students must take at least one full year of a College Preparatory Elective. The intent of the college-preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of the following objectives:

- Strengthen general study skills, particularly analytical reading, expository writing and oral communications;
- Provide an opportunity to begin work that could lead directly into a major program of study at the University; and
- Experience, at some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.

### **Social Leadership**

AGLA students are encouraged and guided through the process of building social leadership skills which impact individual students, peers, and the greater community.

Students participate in various activities throughout the year to these 21st century skills which are necessary to advance in life.

### **Advisory-Based Social, Emotional, and Behavior Curriculum**

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Our advisors use the CharacterStrong social-emotional advisory curriculum for both middle school and high school. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that is realistic, fair, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory is the foundation for helping students develop their social, emotional, and behavioral learning. During advisory, advisors have the opportunities to:

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.
- **“See” and know each student** – Advisors should recognize each student's potential, help them find their talents, and give them the knowledge and skills to turn their talents into strengths.
- **Believe that each of their students can and wants to be successful** – Advisors should understand that behavior is only the symptom. It is not the problem. All children can and want to be successful.
- **Be organized** – Advisors should have a plan everyday, be on-time, and have the materials they need for the day's lessons.
- **Set clear expectations** – Advisors should have a clear, fair, realistic, and consistent core classroom support plan. Advisors should use advisory time to explicitly teach their students about classroom expectations through advisory-based learning.
- **Be fair and consistent** – Advisors should construct their advisory-based curriculum to effectively meet the needs of all of their students.
- **Take the time to explicitly conference with their student(s) about their social, emotional, and behavior development** - Advisors should ask guiding questions to engage the students' critical thinking and reflective skills in order to teach them how to identify their behavior and feelings, why their behavior might not have been a positive choice, how it might have affected others, what they could do differently next time, and what their plan is to restore justice.
- **Run a meaningful advisory circle each day** – The advisory circle is the primary vehicle for teaching social, emotional, and behavior skills. Advisors should use this time to remind and reinforce core classroom support plans and expectations, Aveson's Guiding Principles, and R.I.S.E. through the use of modeling, role-play, skits, literature, class meetings, and other advisory-based learning.

- **Help students identify a way to restore justice** – When a “wrong” needs to be made “right”, a student should develop a plan to restore the injustice that they created with their behavior. Advisors should help students create a realistic plan that directly relates to the behavior in question, and that will in fact restore justice to the involved stakeholders.

### **Healthy Living**

For 6-12 grade students, “healthy living” focuses on learning about and managing emotional, mental, and physical health. These topics are interwoven into the school day through explicit units, small projects, during the advisory and interdisciplinary projects and through enrichment activities.

Healthy living also focuses on character education. Advisors help students learn about safe, kind, and responsible behavior, a well-accepted model for secondary schools. Staff models these practices and explicitly reinforces them in their language with students. Students are asked to consider and examine their own beliefs and behaviors given different situations.

### **Homework**

- Aveson adheres to a non-traditional homework policy. As homework for the sake of homework has virtually no impact on student achievement, Aveson’s homework policy is non-traditional in the sense that homework is personalized and it is assigned based on need.
- Students are expected to read for at least 30 minutes at least four days a week outside of school depending on their grade. Students are expected to practice math and work on projects and study to be prepared for content classes.
- Advisors will send out general expectations and specific assignments they have for student work at home; however, students who use time wisely throughout the day will have a great deal of time to complete a majority of expected work while at school.

## **California Healthy Youth Act – EC 51930-51939**

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image,

gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
- Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
- Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
- Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker

Parents/guardians can examine written and audiovisual instructional materials in the main office. If you have questions, please see your student's Advisor or the Executive Director.

More information about the California Healthy Youth Act (California Education Code Sections 51930-51939) can be found on the California Department of Education website. <https://www.cde.ca.gov/ls/he/se/> You will also be digitally provided with FAQs about CHYA.

State law allows you to remove your student from this instruction. If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please give a written request to the Principal.

## **Charter School Suspension and Expulsion – EC 47605(b)(5)(J).**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the Executive Director's office.

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

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

applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

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

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverages, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit *the* use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2,

48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

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

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social networking Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) 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, pursuant to this section, 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 (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, the superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

### **Child Find System – EC 56301; 20USC1401(3); 1412(a)(3); 34CFR300.111(c)(d)**

CHILD FIND SYSTEM: The purpose of Child Find is to identify, locate, and evaluate children and youth ages 3 to 22 years of age who are suspected of having or have a disability or developmental delay, in order to provide appropriate special education services under the law. A referral may be made by a parent or by any person concerned

about a child. Parent involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA.)

### **Concussion and Head Injuries – EC 49475**

Requires, on a yearly basis, a concussion and head injury information sheet to be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. These provisions would not apply to an athlete engaged in an athletic activity during the regular school day or as part of a physical education course.

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. If the school offers an athletic program they must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Controlled Substances: Opioids– EC 49476**

Also, pursuant to the athletic programs offered by Aveson Charter Schools (apart from athletic activity during the regular school day or as part of a physical education course) Aveson shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

## **Coursework and graduation requirements: Children of Military Families and Other Protected Pupils – EC 49701 EC 51225.1 and 51225.2**

A pupil who is a “child of a military family” is defined as school-aged child or children enrolled in kindergarten through twelfth grade, in the household of an active duty member. “Active duty” means full-time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211.

Children of military families who transfer between schools any time after the completion of the pupil’s second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency’s graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

Within 30 days of the child of a military family’s transfer into a school, the local educational agency should determine whether the child of a military family is reasonably able to complete the local educational agency’s graduation requirements within the pupil’s fifth year of high school. If the pupil is reasonably able to complete the local educational agency’s graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

- (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency’s graduation requirements.
- (2) Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency’s graduation requirements will affect the pupil’s ability to gain admission to a postsecondary educational institution.
- (3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.
- (4) Permit the pupil to stay in school for a fifth year to complete the local educational agency’s graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

Within 30 calendar days of the date that a pupil who is a child of a military family who may qualify for the exemption from local graduation requirements transfers into a school, the school district shall notify the pupil and the pupil's parent or guardian of the availability of the exemption and whether the pupil qualifies for an exemption.

If the District fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements, even if that notification occurs after the pupil no longer meets the definition of "a child of a military family."

If a child of a military family is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupils would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the child of a military family be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child of a military family is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after the pupil no longer meets the definition of "a child of a military family" while he or she is enrolled in school or if the pupil transfers to another school or school district.

A school district shall not require and a parent or guardian shall not request a child of a military family to transfer schools solely to qualify the pupil for an exemption under this section. The local educational agency shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child of a military family to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child of a military family shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a

course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a).

### **Directory Information – EC 49073**

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: [provide list] No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil’s directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

### **Education of Homeless Youth– 42 US 11432, EC 48853, 49069, 51225.1, 51225.2**

Homeless Bill of Rights measures work to ensure that homeless individuals are:

- Protected against segregation, laws targeting homeless people for their lack of housing and not their behavior, and restrictions on the use of public space.
- Granted privacy and property protections.



- Allowed the opportunity to vote and feel safe in their community without fear or harassment.
- Provided broad access to shelter, social services, legal counsel and quality education for the children of homeless families.

Requires every local education agency to appoint a homeless liaison to ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights. Notification may address:

1. Liaison contact information. Aveson Charter Schools has designated the Executive Directors and/or their designees as the educational liaisons for foster children.
2. Circumstances for eligibility (e.g., living in a shelter, a motel, hotel, a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, in a car, at a campground, or on the street, in temporary foster care or with an adult who is not your parent or guardian, in substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth).
3. Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers.
4. Right to education and other services (e.g., to participate fully in all school activities and programs for which child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment). Unless there is a local child welfare agency agreement or the school district will assume part or all of the transportation costs.
5. Right to be notified of the possibility of graduating within four years with reduced state requirements, if the homeless student transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
6. Right for district to accept partial credits for courses that have been satisfactorily completed by the homeless student.

Notice of educational rights of homeless children must be disseminated at places where children receive services, such as schools, shelters, and soup kitchens.



## **Educational Equity: Immigration Status: EC 66251, 66260.6, 66270, and 66270.3**

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

## **Emergency Treatment for Anaphylaxis EC 49414 and Medication Regimen – EC 49423, 49480**

Requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors to provide emergency medical aid to people suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

The parent or legal guardian of any pupil taking medication on a regular basis must inform the front office of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the front office or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Note: Guidance from the California Department of Education provides a sample checklist that may be given to parents and guardians when children need medication at school. The checklist can be found at:

<http://www.cde.ca.gov/ls/he/hn/medassist.asp>.

### **Excused Absences – EC 46014, 48205**

EC 48980(a): At the beginning of the first semester or quarter of the regular school term, the governing board of each school district shall notify the parent or guardian of a minor pupil regarding the right or responsibility of the parent or guardian under Sections 46014 and 48205.

EC 48980(j): Requires the annual notification to advise the parent or guardian that no pupil may have his or her grade reduced or lose academic credit for any absence or absences excused under EC 48205, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Requires the full text of EC 48205 be included in the annual notification.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to his or her illness.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  - (5) For the purpose of jury duty in the manner provided for by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, 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. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
  - (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

- (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit.

The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### **Unexcused Absences**

Any absence for a reason other than those listed as EXCUSED ABSENCES are unexcused. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truancies.

### **Foster Youth Bill of Rights - EC 48204, 48853, 48853.5, 51215.1, 51225.2**

"Foster child" means a child who has been removed from his or her home pursuant to Section 309 of the Welfare and Institutions Code ("WIC"), is the subject of a petition filed under Section 300 or 602 of the WIC, or has been removed from his or her home and is the subject of a petition filed under WIC section 300 or 602.

A foster child who is placed in a licensed children's institution or foster family home shall attend programs operated by the local educational agency in which that licensed children's institution or foster family home is located, unless one of the following applies:

- (1) The pupil is entitled to remain in his or her school of origin;
- (2) The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

- (3) The parent or guardian, or other person holding the right to make educational decisions for the pupil pursuant to Section 361 or 726 of the WIC or Section 56055 (“educational rights holder”), determines that it is in the best interests of the pupil to be placed in another educational program and has submitted a written statement to the local educational agency that he or she has made that determination. This statement shall include a declaration that the parent, guardian, or educational rights holder is aware of all of the following:
- (A) The pupil has a right to attend a regular public school in the least restrictive environment.
  - (B) The alternate education program is a special education program, if applicable.
  - (C) The decision to unilaterally remove the pupil from the regular public school and to place the pupil in an alternate education program may not be financed by the local educational agency.
  - (D) Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent, guardian, or educational rights holder.

The parent or guardian, or educational rights holder shall first consider placement in the regular public school before deciding to place a foster child in a juvenile court school, a community school, or another alternative educational setting.

A foster child may still be subject to expulsion under applicable law and board policy.

Foster youth are subject to other laws governing the educational placement in a juvenile court school, of a pupil detained in a county juvenile hall, or committed to a county juvenile ranch, camp, forestry camp, or regional facility, notwithstanding the rights contained in this notice.

Foster children living in emergency shelters (as referenced in the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301 et seq.)), may receive educational services at the emergency shelter as necessary for short periods of time for either of the following reasons:

- (1) For health and safety emergencies.
- (2) To provide temporary, special, and supplementary services to meet the child's unique needs if a decision regarding whether it is in the child's best interests to attend the school of origin cannot be made promptly, it is not practical to transport the child to the school of origin, and the child would otherwise not receive educational services. The educational services may be provided at the shelter pending a determination by the educational rights holder regarding the educational placement of the child. All educational and school placement decisions shall be made to ensure that the child is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, educational and school placement decisions shall be based on the best interests of the child.

Aveson Charter Schools has designated the Executive Directors and/or their designees as the educational liaisons for foster children. The role of educational liaison is advisory with respect to placement decisions and determination of school of origin and does not supersede the role of the parent or guardian retaining educational rights, a responsible adult appointed by the court, a surrogate parent or a foster parent exercising their legal rights with respect to the foster child's education. The educational liaison serves the following roles:

- (3) Ensures and facilitates proper educational placement, enrollment in school, and checkout from school for foster children;
- (4) Assists foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records and grades.
- (5) When designated by the Superintendent, notifies a foster child's attorney and child welfare agency representative(s) of pending disciplinary proceedings and pending manifestation determination proceedings if the foster child is also eligible to receive special education and related services under the IDEA.

At the initial detention or placement by the Juvenile Court, or any subsequent change in placement of a foster child by the Court, the local educational agency serving the child shall allow the foster child to continue his or her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of the academic year:

- (1) Former foster children in grades kindergarten, or 1 to 8, inclusive, shall be allowed to continue his or her education in the school of origin through the duration of the academic year;
- (2) Former foster children in high school shall be allowed to continue his or her education in the school of origin through graduation;
- (3) Transportation is not required unless the former foster child has an IEP and the IEP team determines transportation is a necessary related service, required by the unique educational needs of the pupil in order to benefit from their special education program. Transportation may be provided at the local educational agency's discretion. The rights of foster youth do not supersede any other law governing special education for eligible foster children.
- (4) To ensure that the foster child has the benefit of matriculating with his or her peers in accordance with the established feeder patterns of school districts, if the foster child is transitioning between school grade levels, the foster child shall be allowed to continue in the school district of origin in the same attendance area, or, if the foster child is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district.

In consultation with the foster child and educational rights holder, the educational liaison may recommend that the foster child waive his or her right to attend the school of origin and enroll in a public school within his or her attendance area. The educational liaison's recommendation must be accompanied by a written explanation for the basis of the recommendation and how it serves the foster child's best interests.

- (1) If the educational liaison, foster child and educational rights holder agree it is in the best interest of the foster child to waive his or her right to attend the school of origin and attend the recommended school, the foster child shall immediately be enrolled within the recommended school.
- (2) The recommended school shall immediately enroll the foster child regardless of any outstanding fees, fines, textbooks or moneys due to any previous schools of attendance or if the foster child is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including proof of immunization, proof of residency or other documentation.

Within two business days of the foster child's request for enrollment, the educational liaison for the new school shall contact the school last attended by the foster child to obtain all academic and other records. The last school attended by the foster child shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. The educational liaison for the school last attended shall provide a complete copy of the foster child's education record to the new school within two business days of receiving the request.

If any dispute arises as to the school placement of a pupil under this section, the pupil has the right to remain in his or her school of origin, pending resolution of the dispute.

"School of origin" means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the educational rights holder, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

If the foster child is absent from school due to a decision to change the placement of the foster child made by a court or placing agency, the grades and credits of the foster child will be calculated as of the date the foster child left school and no lowering of grades will occur as a result of the absence of the foster child under these circumstances. If the foster child is absent from school due to a verified court appearance or related court ordered activity, no lowering of his or her grades will occur as a result of the absence of the pupil under these circumstances.



A foster child or homeless youth who transfers between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the foster child or homeless youth is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the foster child's transfer into a school, the local educational agency should determine whether a foster child or homeless youth is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

- (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency's graduation requirements. Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
- (2) Provide information to the pupil about transfer opportunities available through the California Community Colleges.
- (3) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

If the local educational agency fails to provide timely notice of the exemption, the pupil shall be eligible for the exemption, once notified, even if that notification occurs after the termination of the court's jurisdiction of the pupil or after the pupil is no longer considered a homeless youth. If a foster child or homeless youth is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupils would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the foster child or homeless youth be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a foster child or homeless youth is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after termination of the court's jurisdiction or after pupil is no longer considered a homeless youth.



A transfer shall not be requested solely to qualify for an exemption under this section. The local educational agency shall accept coursework satisfactorily completed by a foster child or homeless youth while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a foster child or homeless youth to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster child or homeless youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

### **Seamless Summer Lunch Option (USDA Declares All Kids Eat Free through 2021-22 school year) under the –Pursuant to the authority in Section 2202(a**

Pursuant to the authority in Section 2202(a) of the Families First Coronavirus Response Act (the FFCRA) ([PL 116-127](#)), as extended by the Continuing Appropriations Act 2021 and Other Extensions Act ([PL 116-159](#)), and based on the exceptional circumstances of this public health emergency, the Food and Nutrition Service (FNS) is establishing a waiver to allow the National School Lunch Program Seamless Summer Option (SSO) to operate when school is open during the regular school year, through June 30, 2022. This waiver is expected to support access to nutritious meals while minimizing potential exposure to the novel coronavirus (COVID-19).

Section 2202(a) of the FFCRA permits the Secretary of Agriculture to establish a waiver for all states for the purposes of providing meals under the child nutrition programs, with appropriate safety measures, as determined by the Secretary.

Under the National School Lunch Act, [42 USC 1761\(a\)\(8\)](#), school food authorities may provide “summer or school vacation food service” through the SSO; the statute does not allow school food authorities to provide SSO meals when schools are open during the regular school year. However, FNS recognizes that state agencies and school food authorities need additional

support and flexibility to continue serving meals to children while maintaining appropriate safety measures and managing the impacts of COVID–19. This will be especially important during school year 2021-2022 when communities are reopening but school children are not yet vaccinated; social distancing will be particularly important while communities balance reopening schools and safety for students.

Allowing school food authorities to participate under SSO during COVID–19 operations during the regular school year facilitates the safe provision of meals by eliminating the need to collect meal payments, including cash payments, at meal sites. This speeds up service of meals, thereby reducing contact and potential exposure to COVID–19. It also facilitates implementation of Centers for Disease Control and Prevention recommendations for safe school meal service, which include serving meals outdoors or in classrooms. Schools may not have access to ;electronic systems typically used to determine eligibility and collect payment when meals are served outside the cafeteria. Instead of spending time confirming each student’s enrollment and eligibility status at a central point-of-service, this waiver gives school food service professionals greater flexibility to distribute meals at a variety of safe meal sites that serve a smaller number of children.

Therefore, pursuant to the waiver authority cited above, FNS waives, for all states, the requirement at [42 USC 1761\(a\)\(8\)](#) that limits SSO operations to “summer or school vacation” periods. FNS is allowing SSO operations to continue when school is open during the regular school year, effective July 1, 2021, through June 30, 2022. This flexibility is available to all school food authorities in states that opt to participate under this waiver, and may be used at any school, regardless of its location or the type of SSO site it is operating. This waiver is intended to benefit all school food authorities that elect ;to use it, so that every school has the ability to provide a safe and efficient meal service in the school year 2021-2022.

Consistent with Section 2202(a)(2) of the FFCRA, this waiver applies automatically to all states that elect to use it, without further application. If the state agency elects to implement this waiver, it must notify its respective FNS regional office, which will acknowledge receipt. State agencies should inform school food authorities of the flexibilities provided by this waiver as quickly as possible,<sup>1</sup> and work in partnership with school food authorities to provide meals to all participants in a safe and accessible manner. Under this waiver, school food authorities may choose to serve meals through the SSO, or may opt to participate under the school meal programs. This waiver does not require school food authorities to participate under SSO in school year 2021-2022. Since this is a new approval, rather than an extension of last school year’s waiver, state agencies must elect to be subject to the school year 2021-2022 SSO operations waiver in order to use it.

As required by Section 2202(d) of the FFCRA, each state that elects to be subject to this waiver must submit a report to the Secretary not later than 1 year after the date such state elected to receive the waiver.<sup>2</sup> The report must include:

- A summary of the use of this waiver by the state agency and school food authorities, and

- A description of whether and how this waiver resulted in improved services to program participants.

FNS appreciates the exceptional effort of State agencies and local program operators working to meet the nutritional needs of participants during a challenging time. State agencies should direct questions to the appropriate FNS regional office.

For more information contact [foodservices@aveson.org](mailto:foodservices@aveson.org)

## **Harm or Destruction of Animals – EC 32255 et seq.**

EC 48980(a): At the beginning of the first semester or quarter of the regular school term, the school district shall notify the parent or guardian of a minor pupil regarding the right or responsibility of the parent or guardian under Chapter 2.3 (commencing with Section 32255) of Part 19.

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

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

## **Immunizations – EC 49403 and 48216; HSC 120325, 120335, 120365, 120370, 120375**

Under a new law known as SB 277, beginning January 1, 2016 exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Most families will not be affected by the new law because their children have received all required vaccinations. Personal belief exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. For more information about SB 277, please see the Frequently Asked Questions available at: <http://www.shotsforschool.org/laws/sb277faq/>.

State law requires the following immunizations before a child may attend school:

- A. All new students, in transitional kindergarten through grade 12, to Aveson Charter Schools must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, and varicella immunizations.
- B. All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
- C. All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at [www.shotsforschool.org](http://www.shotsforschool.org), or contact your [local health department](#) or [county office of education](#). Thank you for helping us to keep our children and community healthy.

## **Instruction for Pupils with Temporary Disabilities: EC 48206.3, 48206.5 48207, 48207.3, 48207.5, 48208, 48204 and 51225.5**

Special individual instruction (as distinct from independent study) is available for students with temporary disabilities that make attendance at school impossible or inadvisable. Parents or guardians should first contact their school site principal to determine services.

## **Mental Health Services - EC 49428**

Aveson Charter Schools shall notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both.

To notify parents or guardians, a school shall use at least two of the following methods:

- Distribute the information in a letter (electronic or hardcopy)
- Include the information in the annual parent notification
- Post the information on the school's InternetWeb site or page To notify pupils, a school shall use at least two of the following methods:
  - Distribute the information in a document or school publication
  - Include the information in pupil orientation materials or in a pupil handbook at the beginning of the year
  - Post the information on the school's Internet/Web site or page

If a school decides to notify parents through distributing the information in a letter and posting the information on the school's InternetWeb site or page, then it need not also include the information in the annual parent notification.

## **Nondiscrimination Statement**

Discrimination in education programs and activities is prohibited by state and federal law. Education Code 200 et seq. requires school districts to afford all pupils regardless of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights and opportunities in education. State law, as provided in EC 221.5, specifically prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color and national origin. Title IX of the Education Amendments of 1972 and Title IV of the Civil Rights Act of 1964, also prohibits

discrimination on the basis of gender. The Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973 prohibit discrimination on the basis of disability. The Office for Civil Rights of the U.S. Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds.

Aveson Charter Schools are committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. Aveson Charter School's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, 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.

Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

Aveson Charter Schools assures that lack of English language skills will not be a barrier to admission or participation in school programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

For a complaint form or additional information, contact: school office or access the website: <http://www.aveson.org/agla/comprehensive-complaint-policy>

## **Notice of Alternative Schools – EC 58501**

Aveson Center for Independent study is an optional educational alternative designed to teach the knowledge and skills of the core curriculum. The Governing Board of Aveson shall ensure that the school has implemented all of the following independent study policies for the Aveson Center for Independent Study (grades TK through 5) at Aveson School of Leaders and Aveson Global Leadership Academy (grades 9-12)

## **Parent Engagement: EC 11500, 11501, 11502, 11503**

At this time Aveson Charter Schools does not have a PTA or PTO, they use the model of Action Teams. The reason for this is families want action! Action Teams can meet all year long, or come together for a short period of time for a specific purpose.

Action Team information can be found at <http://www.aveson.org/aveson-promise/action-teams>

## **Pesticide Products – EC 17612 and 48980.3**

The name of all pesticides products applied at the school facilities during the upcoming year can be found in an orange binder at each of the schools.

Aveson Charter Schools along with Dewey Pest Control has developed an integrated pest management plan to provide a safe and low-risk approach to manage pest problems while protecting the environment, people and property. Dewey Pest Control is a certified provider of **Integrated Pest Management (IPM)**

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application. Please see front office for more details

Additional information on pesticides is made available by the Department of Pesticide Regulation at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).

## **Physical Examination – EC 49451; 20 USC 1232h**

During the school year, various mandated health screening services will be provided for your student at various grade levels (vision, hearing, and color vision). Referrals by teachers, parents, and adult students are also accepted. Students may be excused from these mandated screenings upon written parental request if it is accompanied by a current report from the students' own health care provider. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

Education Code section 49455 requires a pupil's vision and hearing to be appraised by an authorized person during kindergarten or upon first enrollment or entry in a California school district of a pupil at an elementary school, and in grades 2, 5, and 8 unless a pupil's first entry or enrollment occurs in grade 4 or 7. It also requires that a students' hearing be tested in grade 10.

Note: Physical examinations that schools are required to conduct include sight and hearing testing under EC 49452 and scoliosis screening under EC 49452.5. Schools may screen for type 2 diabetes mellitus under EC 49452.7. As indicated in EC 49451



and 20 USC 1232h, a parent or guardian may file a waiver of the examination requirement based on personal beliefs. (Physical exam waiver available on [aveson.org](http://aveson.org) website.)

## **Pupil Fees – EC 49013**

Aveson Charter Schools maintains a policy concerning the provision of a free education to pupils and for filing a complaint of non-compliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in non-compliance. More information is available online at

<http://www.aveson.org/documents/forms-miscellaneous-documents/comprehensive-complaint-policy>

## **Pupil Records – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g**

Parents, pupils 18 and over, pupils 14 and over that are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit, have rights concerning pupil records under Education Code section 49063. These rights include:

- The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will forward requests to the Custodian of Records. The Custodian of Records will make arrangements for access and notify the parent or eligible student.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request from officials of another school district in



which a student seeks or intends to enroll, PUSD shall disclose education records without parental consent.

- When a student moves to a new district, Aveson Charter Schools will forward the student's records upon the request of the new school district within 10 school days.

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a pupil may access the current or most recent records of grades, transcripts, attendance, discipline, online communications on school platforms, any IEPs or Section 504 plans maintained by the responsible LEA of that pupil. The above-referenced individuals may access the pupil records listed above solely for the purpose of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Welfare and Institutions Code section 16010, and to ensure the pupil has access to educational services, supports and activities, including enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring and other after school or summer enrichment programs.

"Student Records" do not include:

- Instructional, supervisory or administrative notes by PUSD staff that are made only for that staff member or his/her substitute
- Records of a law enforcement unit that were created for use by the law enforcement unit
- Employee records made for personnel use
- Records of a doctor, psychologist, psychiatrist or other treatment provider and/or assistant regarding a student who is 18 or older or who is attending a postsecondary educational institution. In this case, "treatment" does not include remedial instructional measures.

# Destruction of Student Records

## Regular Education

### Varieties of Public Records Table

#### General Provisions

Mandatory Permanent (maintain permanently)	Mandatory Interim (maintain 3 years after usefulness ceases)	Permitted (maintain 6 months after usefulness ceases)
<p>“Mandatory Permanent Pupil Records” are those records, which the schools have been directed to compile by California statute authorization, or authorized administrative directive. Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district. The mandatory permanent pupil record or copy thereof shall be forwarded by the sending district upon request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:</p> <ul style="list-style-type: none"> <li>(A) Legal name of pupil</li> <li>(B) Date of birth</li> <li>(C) Method of verification of date of birth</li> <li>(D) Gender of pupil</li> <li>(E) Place of birth</li> <li>(F) Name and address of parent or minor pupil               <ul style="list-style-type: none"> <li>(1) Address of minor pupil if different than above</li> <li>(2) An annual verification of the name and address of the parent and the residence of the pupil</li> </ul> </li> <li>(G) Entering and leaving date of each school year and for any summer session or other session</li> <li>(H) Subjects taken during each year, half year, summer session, or quarter</li> <li>(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken</li> <li>(J) Verification of or exemption from required immunizations</li> <li>(K) Date of high school graduation or equivalent</li> </ul>	<p>(2)“Mandatory Interim Pupil Records” are those records, which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:</p> <ul style="list-style-type: none"> <li>(A) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of record.</li> <li>(B) Health information including Child Health Developmental Disabilities Prevention Program verification or waiver.</li> <li>(C) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.</li> <li>(D) Language training record.</li> <li>(E) Progress slips and/or notices as required by Education Code Sections 49066 &amp; 49067.</li> <li>(F) Parental restrictions regarding access to directory information or related stipulations.</li> <li>(G) Parent or adult pupil rejoinders to challenged records and to disciplinary action.</li> <li>(H) Parental authorizations or prohibitions of pupil participation in specific programs.</li> <li>(I) Results of standardized tests administered within the preceding three years.</li> <li>(J) Work Permits/Permits to Employ</li> <li>(K) Absence slips and verification needed for fiscal audit.</li> <li>(L) Suspension Notices/Expulsion Records</li> </ul>	<p>(3) “Permitted Records” are those pupil records, which districts may maintain for appropriate educational purposes. Such records may include:</p> <ul style="list-style-type: none"> <li>Objective counselor and/or teacher ratings.</li> <li>Standardized test results older than three years.</li> <li>Routine discipline data.</li> <li>Verified reports of relevant behavioral patterns.</li> <li>All disciplinary notices.</li> <li>Attendance or adult pupil rejoinders to challenged records and to disciplinary action.</li> <li>History:           <ul style="list-style-type: none"> <li>(1) Amendment of subsection (2)(E) filed 9-23-77; effective thirteenth day thereafter (Register 77, No. 39).</li> </ul> </li> </ul>

**Informal Notes:**

**(5 CCR 432)**

**Informal notes kept solely for personal use are not records.**

## Special Education

2021-2022 Notice:

Special Education records which have been collected by Aveson Charter Schools related to the identification, evaluation, educational placement, or the provision of Special Education in the district, must be maintained under state and federal laws for a period of seven years after Special Education services have ended for the student. Special Education services end when the student is no longer eligible for services, graduates, moves from the district, and/or completes his or her educational program at age 22.

This notification is to inform parents/guardians and former students of Aveson Charter Schools intent to destroy the Special Education records of students who were no longer receiving Special Education services as of the end of the **2012-2013** school year. These records will be destroyed in accordance with state law unless the parent/guardian or eligible (adult) student notifies the school district otherwise.

With proof of identity, the parent/guardian or eligible (adult) student may request a copy of the records in person or by mail at the following address:

Aveson Charter School

Attn: Special Education 1919 E. Pinecrest Dr. Altadena, CA 91001

The written request for special education records scheduled for destruction must include the following

information:

- Student's full legal name
- Student's date of birth
- Date services ended
- Name and relationship of person requesting copies
- Statement indicating that there is no legal action against you that prohibits your rights to the records
- Signature and date (adult student or legal guardian)
- Mailing address the copies should be sent to or
- Contact information (phone number, email address) for notification when the records are ready to be picked up.
- A valid picture ID must be presented at the time the records are picked up.

## **Safe Place to Learn Act [234 - 234.5] Harassment, Intimidation, Discrimination, and Bullying - EC 1 - 32500 S**

Aveson has adopted policies pertaining to the following:

1. Prohibition of discrimination and harassment based on characteristics set forth in EC § 220 and Penal Code 422.55;
2. Process for receiving and investigating complaints of discrimination and harassment;

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3. Maintenance of documentation of complaints and their resolution;
4. Process to ensure complainants are protected from retaliation and the identity of a complainant is kept confidential if appropriate; and
5. Identification of a responsible LEA officer to ensure compliance.

## Social, Emotional, and Physical Safety Policies

It is Aveson's top priority to keep all persons on Aveson's campus socially, emotionally, and physically safe at all times. Aveson will not tolerate any person being harassed or abused in any way. Working together, Aveson's directors and Student Support Coordinator, will immediately and compassionately address any instance of child abuse, bullying, sexual harassment, harassment, intimidation, discrimination, hate crime or any other violation to one's social, emotional, or physical safety.

By law, Aveson Charter Schools are mandated child abuse reporting institutions.

## **Student Support: Discipline Philosophy, Policies, and Procedures**

### **Aveson's Discipline Philosophy**

At Aveson, we strongly believe that in order to maintain and preserve the integrity of Aveson's culture and climate so that the goals of personalized learning, social leadership and healthy living can be realized, children must be guided in their social, emotional, and behavior development in conjunction with their academic development.

### **Student Support versus Student Management**

At Aveson, we think about discipline in a fundamentally different way. We believe that students' social, emotional, and behavior development needs to be supported and guided through teaching, modeling, shaping, and prompting in order to foster the potential for lasting change. At the foundation of this belief is the idea of discovering why students are or become socially, emotionally, and/or behaviorally challenged. When we are able to identify why students are challenged, we can then work with the student to create proactive behavior support plans that will ultimately teach the student how to identify their "triggers," self-regulate their emotions, and give the skills the student requires in order to meet their needs in alternative, or more constructive ways.

When discipline focuses solely on the management of students, discipline becomes about control rather than support. When controlling students through the use of consequences, the

focus for students becomes about what he/she must do in order to avoid punishment or receive rewards. Lost on this model of discipline is the understanding of why students are or become challenging and more devastating, lost is the crucial opportunity to explicitly teach challenged students the social, emotional, and behavioral skills they need to positively change their behavior in the future.

Therefore, at Aveson, not only do we support students in their academic development, we strive to dedicate as much time, energy, and care in the support of all students' social, emotional, and behavior development as part of building a positive culture and climate.

### **Advisory-Based Social, Emotional, and Behavior Curriculum**

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that is realistic, fair, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory occurs for each classroom every morning and every afternoon, and is the foundation for helping students develop their social, emotional, and behavioral learning. During advisory, advisors have the opportunities to:

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.
- **“See” and know each student** – Advisors should recognize each student's potential, help them find their talents, and give them the knowledge and skills to turn their talents into strengths.
- **Believe that each of their students can and wants to be successful** – Advisors should understand that behavior is only the symptom. It is not the problem. All children can and want to be successful.
- **Be organized** – Advisors should have a plan everyday, be on-time, and have the materials they need for the day's lessons.
- **Set clear expectations** – Advisors should have a clear, fair, realistic, and consistent core classroom support plan. Advisors should use advisory time to explicitly teach their students about classroom expectations through advisory-based learning.
- **Be fair and consistent** – Advisors should construct their advisory-based curriculum to effectively meet the needs of all of their students.

- **Take the time to explicitly conference with their student(s) about their social, emotional, and behavior development** - Advisors should ask guiding questions to engage the student's critical thinking and reflective skills in order to teach them how to identify their behavior and feelings, why their behavior might not have been a positive choice, how it might have affected others, what they could do differently next time, and what their plan is to restore justice.
- **Run a meaningful advisory circle each day** – The advisory circle is the primary vehicle for teaching social, emotional, and behavior skills. Advisors should use this time to remind and reinforce core classroom support plans and expectations, Aveson's Guiding Principles, and R.I.S.E. through the use of modeling, role-play, skits, literature, class meetings, and other advisory-based learning.
- **Help students identify a way to restore justice** – When a “wrong” needs to be “righted”, a student should develop a plan to restore the injustice that they created with their behavior. Advisors should help students create a realistic plan that directly relates to the behavior in question, and that will in fact restore justice to the involved stakeholders.

Annually all Aveson Charter School staff are provided training through SafeSchool Trainings <https://avesoncharterschool-ccsa.safeschools.com> (secure login needed) in all mandated Federal and State courses.

### **2021-2022 Mandatory Trainings for Staff**

- Sexual Harassment - Policy and Prevention California AB1825
- Mandated Reporter - Child Abuse and Neglect
- Sexual Harassment - Prevention for Non-Managers
- Childhood Sexual Assault Prevention
- Integrated Pest Management
- Drug Free Workplace
- Childhood Suicide Prevention

### **Suggested Trainings**

- Cyberbullying
- Bullying: Recognition and Response
- Playground Supervision

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## Sexual Harassment – EC 231.5, 48980(g)

### Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

### Sexual Harassment Defined

- Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:
- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.



Sexual harassment in California also includes:

- Verbal harassment, such as epithets, derogatory comments or slurs;
- Physical harassment such as assault or physical interference with movement or work; and
- Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:

- Vulgar remarks;
- Sexually derogatory comments regarding a person’s appearance;
- Physical touching, pinching, patting, or blocking free movement;
- Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
- Sexually suggestive or degrading posters, cartoons, pictures or drawings;
- Offensive sexual jokes, slurs, insults, innuendos or comments; or physical assault.

## **Notification**

A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year.

A copy of the Policy Information Sheet and Board Sexual Harassment Policy will be provided as part of new student orientation and at the beginning of each new school term.

New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy upon acceptance of employment.

The Board Sexual Harassment Policy will be displayed in a prominent location at the School.

Employees or students who have questions concerning this Board Policy are encouraged to contact the Executive Director.

## **Complaint Procedure**

### **Complaint Filing Procedure**

- Informal Resolution - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- Written Complaint – Complaints should be submitted as soon as possible but within at least one (1) year of the alleged incident to ensure a prompt, thorough investigation.

Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a student, or School employee should promptly report in writing, using the attached form, incident(s) to his or her supervisor and / or the Executive Director.

A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Executive Director.

The Executive Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Executive Director, or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the "Investigator." If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

## **Investigation**

### **Investigation Policies**

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the alleged harasser will be properly and fully informed of their rights and remedies pursuant to this policy.
  
- All interviews of the alleged harasser, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

### **Investigation Procedure**

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The alleged harasser shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

The Investigator shall fully and effectively conduct an investigation that includes

interviewing:

1. The complainant;
  2. The accused;
  3. Any witnesses to the conduct; and
  4. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
  - The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.

The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

1. a statement of the allegations and issues;
2. the positions of the parties;
3. a summary of the evidence received from the parties and the witnesses;
4. any response the accused wishes to add to the report; and
5. all findings of fact.

The final determination report shall state a conclusion that the Investigation

**Team:**

- Found reasonable cause that the accused violated the sexual harassment policy; or
- Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.

Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:

1. individual remedies available to the complainant; and
2. all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective

Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating

1. the results of any disciplinary actions and the initiation of any appeals; and
2. all further individual remedies available to the complainant.

If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

## **Appeal**

Appeal of Sexual Harassment Investigation Finding - There are different ways to appeal a finding of either reasonable cause or no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

## **Notice to the Complainant**

Where the Investigator concludes that there is either reasonable cause or no

reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

### **Written Appeal**

A written appeal must be directed to Executive Director, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

1. There is newly discovered important evidence not known at the time of the report;
2. Bias on the part of an Investigator member; or
3. The Investigator failed to follow appropriate procedures.

### **Decision**

The Director or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

### **Extensions of Deadlines**

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Director shall be consulted before a decision is made on requests for extensions involving faculty and staff.

### **Sudden Cardiac Arrest – EC 33479 et seq.**

Each school year, before a pupil participates in an athletic activity governed by the California Interscholastic Federation (CIF), the school shall collect and retain a copy of the sudden cardiac arrest information sheet required by the CIF for that pupil. Before a pupil participates in an athletic activity not governed by the CIF, the pupil and the pupil's parent or guardian shall sign and return an acknowledgment of receipt and review of the information sheet posted on the California Department of Education's Internet Web site after July 1, 2017.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular schoolday or as part of a physical education course.

More information is available at:

[https://www.cifstate.org/coaches-admin/coaching\\_education/certification](https://www.cifstate.org/coaches-admin/coaching_education/certification)

## **Surveys – EC 51513 and 51514**

Aveson Charter Schools will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their child's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive.

Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third party survey.

## **Uniform Complaint Policy and Procedure – 5 CCR 4600 et seq.**

Aveson maintains a policy concerning the provision of a free education to pupils and for filing a complaint of non-compliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in non-compliance. More information is available online at

<http://www.aveson.org/documents/forms-miscellaneous-documents/comprehensive-complaint-policy>.

## **Aveson School of Leaders Only**

### **Entrance Health Screening – HSC 124085, 124100, 124105**

Requires the school district to notify the parents or guardians of pupils in kindergarten and first grade that appropriate health screening and evaluation services are required for all children entering first grade. Notification to also inform parents or guardians of the availability of free health screenings through the local health department.

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

### **Oral Health Assessment – EC 49452.8**

Requires a pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, to no later than May 31<sup>st</sup> of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

Note: The California Department of Education has developed a standardized notification form to be used by each school district. Forms in English and Spanish are available at: <http://www.cde.ca.gov/ls/he/hn/oralhealth.asp>.



Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31<sup>st</sup> of the pupil's first school year.

## **School Bus and Passenger Safety – EC 39831.5**

Aveson Charter Schools does not provide transportation to and from school for students.

Aveson Charter Schools currently provides transportation for students to and from community events using School Buses.

The responsibilities of students while being transported are to:

- comply with school rules while being transported,
- be ready in the morning at the scheduled time for the bus to arrive at your stop,
- not stand or play in the street while awaiting the bus,
- wait until the bus has come to a stop before attempting to get on or off,
- enter or leave the bus only at the front door of vehicle except in case of emergency,
- not exchange seats or move around in the bus while it is in motion,
- make room for other students to get on or off the bus,
- not extend head, arms or hands from the window of the bus,
- refrain from yelling or shouting at anyone,
- not throw any object in or at the bus, nor out the bus window,
- keep the bus clean and sanitary, and
- refrain from eating or drinking on the bus.

More information about school bus safety can be found at United States Department of Transportation website - <https://www.nhtsa.gov/road-safety/school-bus-safety>

# Aveson Global Leadership Academy Only

## Cal Grant Program – EC 69432.9

CAL GRANT PROGRAM – A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants. In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

CAREER COUNSELING & COURSE SELECTION—EC 221.5(d): Beginning in grade 7, school personnel shall assist pupils with course selection or career counseling, affirmatively exploring the possibility of careers or courses leading to careers based on the interest and ability of the pupil and not the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION - Education Code 51229 requires that each school year, as part of the annual notification, a school district offering any of grades 9 to 12 provide the parent or guardian of each student enrolled in any of those grades a one-page written notice that includes all of the following:

- A brief explanation of the college admission requirements.
- A list of the current UC and CSU websites that help students and their families learn about college admission requirements and list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU.
- A brief description of what career technical education is, as defined by the California Department of Education (CDE).
- The internet address for the portion of the website of the CDE where students can learn more about career technical education.

- Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses.

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school. In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend a CSU, students must take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. For more information on college admission requirements, please refer to the following web pages:

[www.cccco.edu](http://www.cccco.edu) California Community Colleges

[www2.calstate.edu](http://www2.calstate.edu) The California State University

### **Federal Student Aid – EC 51225.8**

Commencing with the 2020–21 school year, the governing body of a charter school shall ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12.

Under state law, school districts are to ensure that students prior to entering 12<sup>th</sup> grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

*Aveson will create an Action Team during the 2020-21 school year to discuss how and when information will be disseminated – in-class instruction, existing program, family information sessions, or counseling sessions may be shared in groups or individually, or any other way.*

### **Health Insurance Coverage for Athletes – EC 32221.5**

Aveson Global Leadership Academy operates interscholastic athletic teams and is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost

programs. The District coordinates insurance offerings through an outside vendor. Information about this program is available through at the Aveson Global Leadership office at 626-797-1438.

## **Off-campus Lunch – EC 44808.5**

The governing board of the Aveson Charter Schools pursuant to Section 44808.5 of the Education Code, has decided to permit pupils enrolled within its high schools, contingent on both parent and school site approval, to leave the school grounds during the lunch period. Section 44808.5 of the Education Code states: “Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

## **Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980**

### **RIGHTS AND OPTIONS AVAILABLE TO PREGNANT/PARENTING PUPILS**

Assembly Bill (AB) 2289 states that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children by establishing specified rights. The law is effective as of January 2019.

#### **Can my school treat me differently because of my pregnancy or parental status?**

No, Title IX of the United States Code prohibits discrimination based on sex, which includes both pregnancy and parental status.

#### **Can my school prevent me from participating in any educational program or activity?**

No, a school may not exclude or deny a pregnant or parenting pupil from any educational program or activity, including class or extracurricular activity, based solely on the pupil’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. However, a school may require a pupil to obtain a doctor’s note to ensure that they are emotionally and/or physically able to continue participation in the educational program.

#### **Can my school force me to take part in a pregnant minor program?**

No, a pregnant or parenting pupil does not have to participate in any alternative educational program because of pregnancy or parental status. A student may voluntarily take part in these programs if they choose.

#### **Am I entitled to any parental leave in preparation or to take care of my newborn child?**

Yes, any pregnant or parenting pupil is entitled to a minimum of eight weeks of parental leave, which may be increased under medical necessity. A pupil is not required to complete any class work during this period, and it must be counted as an excused absence by the school.

### **What if my child is sick?**

Taking care of a sick child counts as an excused absence, and the school may not require you to provide a doctor's note for this kind of absence.

### **What happens when I return to school?**

A pregnant or parenting pupil will return to their normal course of study. The pupil is entitled to opportunities to make up any missed work from parental leave. This includes being able to stay for a fifth year of school to complete graduation requirements. The pupil may also enroll in an alternative educational program provided it is equal to that of their former schoolwork.

### **Do these rights only apply to pregnant pupils?**

No, these rights apply equally to all pregnant and parenting pupils, defined as any student who gives or expects to give birth, or any student who identifies as a parent of an infant. A pupil may file a uniform complaint if their school violates the rules above.

## **Suicide Prevention Policies – Ch.2, Part 1, Division 1 of Title I of EC**

Detailed Policy available on [aveson.net](http://aveson.net). [Handout for families](#) -

## **Suggested Notifications**

### **Acceptable Use of Technology - EC 48980**

Although EC 48980 was amended in 2005, to remove the requirement that school districts annually notify parents or guardians of district policy regarding access by pupils to Internet and on-line sites, it is suggested that such notification still occur.

### **Avoiding Absences EC 48260 Written Excuses, Truancy Definitions – EC 48260, 48262 and 48263.6**

#### **Attendance**

School attendance is vital if a child is to achieve his or her full potential. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. As the new year begins, we urge you to make an effort to ensure that your child attends school **EVERY DAY**. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truanancies.

According to California Education Code Section 48260, a pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be referred to Aveson's Student Attendance Review Team (SART).

### **Excused Absences - E.C. 48205**

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, 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. Absences granted

pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### **Unexcused Absences**

Any absence for a reason other than those listed as EXCUSED ABSENCES are unexcused. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to trancies.

### **Tuancy**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy/absent

for 30 or more minutes during the school day, or any combination thereof in one school year, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district [Education Code 48260 (a)]. Upon a pupil's initial classification as a truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

### **Reporting Absences and Tardies**

It is the responsibility of the parent or guardian to contact the Aveson Charter School front office before 10 a.m. if their child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above. Acceptable written verification includes:

- A note or email (email: [agla-attendance@aveson.org](mailto:agla-attendance@aveson.org) or [asl-attendance@aveson.org](mailto:asl-attendance@aveson.org)) from the parent or guardian (for illness less than three days).
- The doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment).
- Court documents, etc.

In addition, if a student is absent for three or more consecutive days, the student will need a release from his or her physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in.



### **Excessive Absences and Tardies**

Excessive absences and tardies severely impact the social, emotional, behavioral, and academic development of students. It is Aveson's belief that students with excessive absences and tardies need immediate intervention and support in order to positively and constructively change the absence and/or tardy behavior. Whether the absences/tardies are excused or not, students with excessive absences and/or tardies will first be referred to Aveson's Student Attendance Review Team (SART) to review the student's attendance and develop a plan to support the students' success. If the student's attendance does not improve after the SART meetings, the student and parent/guardian will then be referred to Aveson's School Attendance Review Board (SARB) [Ed Code 48263].

### **Independent Study Contracts**

If your child will be absent from school for more than two days with a valid excuse (as per California Education Code specifications), you must contact your child's advisor as soon as you are aware of the absence in order to develop an independent study contract for your student. The contract will outline the assignments and/or projects that your child is responsible for during their absence. As the guardian of the student, it is your responsibility to ensure that your child maintains their educational integrity even in times of school absence.

### **Child Abuse and Neglect Reporting – PC 11164 et seq.**

Aveson Charter School staff are required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/ or neglect. Reasonable suspicion does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All staff are provided with a Mandated Reporter: Child Abuse and Neglect (Full Course California) annually.

## **Comprehensive School Safety Plan—EC 32288 Disaster Preparedness Educational Materials - EC 32282.5**

Each Aveson Charter School has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available for review at each school office.

Natural and human-caused disasters affect everyone, which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at:

<http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

## **Civility & School Disruption - BP1313(a); EC 32210, PC 415, 415.5**

Aveson Charter Schools are committed to keeping schools free from disruption and keeping unauthorized persons from entering school grounds. Members of the Aveson Charter Schools staff will treat parents and other members of the public with respect and expect the same in return. The Schools are committed to maintaining an orderly educational and administrative environment. The Civility Policy of Aveson Charter Schools promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. Any person who willfully disturbs a public school or a public school meeting is guilty of a misdemeanor, and may be punished by a fine of not more than \$500.

## **Custody Concerns**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers specifically stating visitation limitations are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

## **E-cigarettes and Tobacco HSC 104495; PC 308**

Aveson Charter Schools are Smoke Free including e-cigarettes

HSC 104495: Prohibits smoking a cigarette, cigar, or other tobacco-related products and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. It also prohibits the use of a tobacco product within 250 feet of a youth sports event. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

### **Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308**

With the rise in the use of electronic nicotine delivery systems (ENDS) among minors, schools are encouraged to adopt a policy to prohibit its use. Schools may also want to provide information to parents as a preventative measure.

Aveson Charter School prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarettes, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

## **Electronic Listening or Recording Device including Cell Phones - EC 51512**

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the

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principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Student cell phones are not allowed on campus. This pertains to all interactive screens and cell phone technology. If a student brings a cell phone/device to school, s/he is required to check it in at the front office for locked storage, to be returned at the end of the day. Cell phones that have not been checked in will be confiscated and returned to parents only.

### **Megan's Law—PC 290 et seq**

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

### **School Accountability Report Card – EC 35256, 35258**

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which families can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.

The SARC is available on the internet at [www.aveson.org](http://www.aveson.org).

### **School Visiting Procedures - EC 51101 (a)(12), School Visitor Registration Requirements - PC 627.6, School Volunteer Program**

Aveson Charter Schools welcomes the dedication and support of its volunteers. While encouraging such participation, we also must maintain a safe environment for students and staff. We thank all volunteers for their willingness to serve following Aveson volunteer procedures in order to maintain that safety.

#### **Definition of Volunteers**

Volunteers are individuals who for civic, charitable, and humanitarian reasons donate their time, without financial compensation, to benefit the Aveson community. Volunteer

participation may occur in a classroom setting during the school day 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, or visitor) is considered a Visitor and is not required to complete the volunteer requirements. Visitors need to follow the process for visitors on campus which is outlined separately in school policies/procedures.

### **Level 1 Volunteer**

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities are Assists in class with clerical tasks, Tutors a small group of students, Reads with students.

### **Level 2 Volunteer**

Level 2 Volunteers may be out of the direct supervision of Advisors/Administrators. Sample Level 2 activities are Volunteer Sports Coach, Field Trip Chaperone.

### **Volunteer Requirements**

- Complete a Volunteer Application and attach ID photocopy. Prior to volunteering, I.D. will be processed under Megan's Law annually on the CA Department of Justice database [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)
- Submit completed Tuberculosis (TB) Risk Assessment Questionnaire or provide proof of a negative Tuberculosis (TB) Test (Test must have been administered within the past four years)
- Read and sign a Confidentiality Agreement
- Read and sign the Receipt of Policy and Guidelines

### **Additional Requirement for Level 2 Volunteers**

- Complete a Live Scan Fingerprint clearance through the U.S. Department of Justice. (Level 2 Volunteers only)

## **Section 504 – 29 USC 794, 34 CFR 104.32 including Information about Special Education**

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

It is suggested that parents or guardians be informed of the following:

1. The name and contact information of the person designated by the district responsible for implementing Section 504
2. The screening and evaluation procedures used whenever there is reason to believe that a student has a disability that limits his or her ability to attend or function at school.
3. The right to a written accommodation plan if the student is found to have a disability that requires services under Section 504.
4. The right to be educated with nondisabled students to the maximum extent appropriate to the student's individual needs.
5. Notice of the procedural safeguards guaranteed by law.

### **What is Special Education and the IEP?**

The Individuals with Disabilities Act (IDEA) defines Special Education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability."

The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services. A student must be evaluated by an educational institution and identified as eligible for special education programs and related services to receive an IEP.

### **What is a 504 Plan?**

Section 504 is a part of the Americans with Disabilities Act (ADA) that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. The 504 Plan is a plan developed to ensure that

a child who has a disability and attending an elementary or secondary school receives accommodations that will ensure their academic success and access to the learning environment.

### **What is Inclusion?**

Inclusion is the educational practice of educating children with disabilities in classrooms with children without disabilities.

Aveson strongly believes that all students benefit from inclusion in general education classrooms for at least part of their day. Aveson provides researched-based intervention programs and best practices, and highly targeted Personalized Master Learning to students who need educational support beyond the general education classroom.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA.)

### **Student Expression - includes Student Conduct EC 51100 Sunscreen and Sun-protective Clothing – EC 35183.5 Dress Code – EC 35183**

#### **Student Conduct**

Aveson values individual expression. We also recognize the need to protect the greater values and fabric of our learning community. It is important for faculty, staff, students, and parents to assume responsibility for helping sustain an educational and social community where the rights of all are respected. This includes conforming their behavior to standards of conduct that are designed to protect the health, safety, dignity, and the rights of all. Below are links to documents outlining the school's policies on behavior along with procedures for reporting violations of this expected behavior.

ENCOURAGED AND EXPECTED STUDENT BEHAVIORS: To assist students and families in identifying positive behaviors that are encouraged and expected, the following are established. Students will:

- Attend school daily, on time, and actively participate in all classes.
- Produce quality work that meets the highest classroom standards.
- Bring all necessary materials to class, including completed assignments.
- Know and follow all school and class rules.
- Respect themselves, their school, classmates, staff, family and community.
- Use appropriate language at all times when communicating with others.
- Avoid negative peer pressure and activities.
- Regularly communicate with their families and advisors about their progress in school.
- Commit to remain in school with an objective to graduate on time.

- Believe that they can learn and will learn.

## Sunscreen and Sun-protective Clothing – EC 35183.5

Provides that pupils may use sunscreen during the school day without a physician's note or prescription. Requires the school to adopt a policy regarding the type of sun-protective clothing, including but not limited to hats that pupils may wear for outdoor use during the school day.

## Dress Code

Aveson Global Leadership has adopted a Body-Positive Student Dress code - detailed dress code is available at <http://www.aveson.org/agla/dress-code>

Aveson School of Leaders teamwear promotes inclusion, safety and equity in our school family. We encourage the use of teamwear amongst everyone in our community. More about teamwear <http://www.aveson.org/asl/teamwear>

When students use skateboards, scooters and bicycles as transportation to and from campus.

1. Please insist that your children wear helmets. Brain injury from accidents involving these devices is a leading cause of preventable injury among children. It only takes a minute to get a good helmet, and only a second to clip it on and off.
2. Please ask that your children not ride devices that belong to friends if they do not know how to use them yet. Anything on wheels takes time to learn how to use safely and independently, and school isn't the place to do that (unless we offer an elective class with that expressed purpose).
3. Please be aware that we have a **"Wheels Up" policy** on our campus: once students reach our blacktop at the driveway entrances to campus, we require them to get off of their devices and carry or walk the device to a final destination while at school. Students are not allowed to ride while on our campus.

## Walking or Riding a Bike, Skateboard or Scooter to School - VC 21212



When students use skateboards, scooters and bicycles as transportation to and from campus.

1. Please insist that your children wear helmets. Brain injury from accidents involving these devices is a leading cause of preventable injury among children. It only takes a minute to get a good helmet, and only a second to clip it on and off.
2. Please ask that your children not ride devices that belong to friends if they do not know how to use them yet. Anything on wheels takes time to learn how to use safely and independently, and school isn't the place to do that (unless we offer an elective class with that expressed purpose).
3. Please be aware that we have a **"Wheels Up" policy** on our campus: once students reach our blacktop at the driveway entrances to campus, we require them to get off of their devices and carry or walk the device to a final destination while at school. Students are not allowed to ride while on our campus.

## 2021-2022 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

**Dear Parent/Guardian:**

Aveson Charter Schools is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below, and return it to your child's school.

---

Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name:

School:

Grade:

Parent/Guardian Name:

Address:

Home Telephone Number:

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Signature of Parent/Guardian (if student is under 18)

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Signature of Student (if student is 18 or older)

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# **Aveson School of Leaders**

## **Student/Family Handbook**

### **2021-2022**

*Revised July 2021*

1919 East Pinecrest Drive, Altadena, CA 91001  
phone (626) 797-1440 • fax (626) 797-1918 • [www.aveson.org](http://www.aveson.org)

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# Introduction

## Welcome to Aveson Charter Schools!

Aveson Charter Schools are free public schools. They consist of two, small, student-centered learning communities with a focus on personalized learning, social leadership, and healthy living. Aveson School of Leaders is our school of TK-5th grade students, Aveson Global Leadership Academy is our school of 6-12th grade students, and the Aveson Center for Independent Study is our home study program for TK-8 grade students. The co-founders of Aveson dreamed of a place where students of all cultural, socioeconomic and academic backgrounds would reap the rewards of a state of the art education on a typical public school budget. And because we know all students do not learn in the same way, Aveson is a place where academic learning is individualized while social leadership skills and healthy living are maximized.

We believe...

- Social leadership requires personal responsibility.
- Personal responsibility develops by connecting ideas and people.
- Connecting ideas and people requires access to knowledge and a willingness to learn.
- It is both how we pursue our learning and what we do with our knowledge that sets us apart.

## Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. We provide the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

Our mission is supported by the following **Guiding Principles**:

- Vision means seeing what could be and what will be and living the difference.
- There is no such thing as too much truth.
- How you say it is as important as what you say.

- When identifying problems, offer strategies and solutions.
- Everyone's time is valuable.
- Your commitment is to make others around you successful.
- Our growth together requires us to grow individually.
- Integrity is everything.

## **Aveson's Culture and Climate**

At Aveson we are creating a climate and culture of safety, connectedness and composure. Aveson defines climate as the environment in which a student learns. We know we have a positive climate when our students feel like they are safe, valued, and treated equitably. Culture, on the other hand, is our set of core values, or Guiding Principles, and patterns of behavior that are supported by the Aveson community through our school-wide policies and our customary ways of acting. Aveson's culture answers the questions: "What is this school about?" and "What is important here?" By building a positive culture and climate, Aveson strives to have its culture and climate align directly to its mission.

In order to promote a culture and climate that focuses on the academic, emotional, behavioral, and physical safety of all persons on campus, Aveson has established the following four safe school goals:

- All students and staff members will be provided a safe teaching and learning environment.
- All students will be safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- All students and their guardians will have access to all available community resources.
- Aveson Charter Schools will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, family, and religious backgrounds.

## **What is a Charter School?**

There are more than 700 public charter schools in the state of California. Although each one may be unique in mission, program and challenges, they all have some critical elements in common. Primarily, charter schools address the need for parents to have expanded choices in the kinds of educational experiences available to their children.

Although the Pasadena Unified School District authorizes our public charter schools, Aveson Charter Schools is a public, independent California nonprofit corporation, a 501(c)(3)



corporation. This means we manage our own finances, staffing, and curricular choices as well as maintain our own Board of Directors.

To view our written charters in full, please refer to Aveson's website ([www.aveson.org](http://www.aveson.org)) or ask for a copy in the main office.

## **Board of Directors**

The founders of Aveson Charter Schools - believed the best decisions made at a school are made by those closest to the students. So at Aveson, Advisors (teachers) have the autonomy to make the right decisions for the students in their classrooms. The school administration also has autonomy to make the best decisions for the entire school staff and student body. The role of the Aveson Board of Directors is to oversee the outcomes of those decisions and guarantee success in the following four areas: 1) Finance, 2) Compliance, 3) Academics and 4) Fidelity of the Charters.

The following is a list of current board members for the 2021-2022 School Year:

Elsia Rivas-Gomez - President  
Bridgette Brown  
Trinity Jolley  
Rob Dell Angelo  
Jeiran Lashai  
Javier Guzman  
Kat Ross  
James Perreault

Regular board meetings are held monthly, starting at 6:30 pm. There is no meeting in July of each year. Agendas and the location of the meeting are posted 72 hours in advance outside of the main office at Aveson School of Leaders and the Aveson website, [www.aveson.org](http://www.aveson.org). Special board meetings are called as needed. Special meeting agendas are posted 24 hours prior to the meeting. All members of the public are welcome and may provide public comment at the beginning of the meetings. The best way to communicate with the Board is by attending a Board meeting and speaking during public comment.

*In compliance with State of California laws, all Aveson Board of Director Meeting agendas and minutes are available to the public online at [Board of Directors — Aveson Charter School](#).*

## **Purpose of This Handbook**

The purpose of this handbook is to provide all Aveson School of Leaders community members with information regarding our philosophies, policies, and procedures regarding the academic, emotional, behavioral, and physical safety of all persons on campus.

## **Get to Know Aveson School of Leaders**

### **Director Team**

Aveson School of Leaders is led by a Director Team:

Casey Rasmussen - Site Director/Principal

Diane Simonsen - Director of Personalized Mastery Learning

Debbie Carraway - Director of Aveson Center for Independent Study (ACIS)

Kelly Jung - Director of Inclusion

### **Advisor Team**

Aveson School of Leaders teaching staff for 2021-22:

#### **ACIS Team**

Jessica Coker - Transitional Kindergarten - 1st Grade  
update - 2nd & 3rd grade

Leslie Dickson - 4th & 5th grade

#### **Transitional Kindergarten & Kindergarten Team**

Edit Danilian - Transitional Kindergarten

Berenice Tadeo Garcia - Kindergarten

Evah Hart - Kindergarten

#### **First and Second Grade Team**

David Clark - 2nd & 3rd grade self-contained

Tracey Pooler - 1st & 2nd grade Literacy

Cid Hanley - 1st & 2nd grade Math & Projects

Jeanette Wu - 1st & 2nd grade Math & Projects

Molly Tuchman - 1st & 2nd grade Literacy

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### **Third and Fourth Grade Team**

Lisl Bondsmith - 3rd & 4th grade Projects  
Kipcia Felix - 3rd & 4th grade Math  
Clatrina Cooper - 3rd & 4th grade Literacy

### **Fourth and Fifth Grade Team**

Byron Flitsch - 4th & 5th grade Projects  
Jackie Nguyen - 4th & 5th grade Math  
Terry Doub- 4th & 5th grade Literacy

### **Advisor Specialists**

Arlynn Page - Healthy Living Coordinator  
Shannon Hunt - Enrichment Advisor & Afterschool Program Coordinator

## **How Learning Happens at Aveson School of Leaders**

Aveson Charter Schools adhere to three core tenets as part of their charter:

### **Personalized Mastery Learning**

Personalized Mastery Learning (PML) allows for students and advisors to have a conversation about what gets learned, how it gets learned and when the learning happens. Students and advisors work together to establish relationships and relevance in learning, to define each student's learning path, to determine learning expectations and then to develop methods for students to reflect and defend their learning in order to show mastery.

### **Social Leadership**

At Aveson we believe that social leadership skills are every bit as important as academic content skills. By focusing on communication skills, self-managed projects and cooperative learning, we guide students so that their unique potentials develop.

### **Healthy Living**

Healthy living focuses on learning about and managing emotional, mental and physical health. These topics are integrated into the school day through explicit units and small projects during an advisory period at the start of each day. Advisors help students learn about how their brains work in times of stress so they can make healthy decisions, provide supportive environments so students feel safe and teach conflict resolution skills so children understand how to stay connected even in times of disagreement.

### **Cadres / Grade Level Models**

At Aveson we embrace a variety of classroom options. In Transitional Kindergarten and Kindergarten, students spend their day in a self-contained classroom with one advisor who

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oversees all content areas. Starting in 1st grade - 5th grade, students spend their day with content advisors who teach literacy, mathematics or projects. Students rotate to each content advisor during a block rotation schedule. There are also occasions for other grade levels to have self-contained classrooms. This is determined based on staffing, enrollment and student need.

## **Curriculum**

Aveson's curriculum is guided by Common Core State Standards for Language Arts and Mathematics, Next Generation Science Standards, and the CA History/Social Science Framework. In addition, school wide curriculum includes:

- Pollyanna Curriculum - Anti-racist and social justice education
- Mind UP - social emotional learning
- Conscious Discipline - social emotional learning
- Units of Study - Readers and Writers Workshop
- Words Their Way Spelling
- Handwriting Without Tears
- Eureka Math
- Projects Based Learning

## **Project-Based Learning**

ASL advisors use flexible learning schedules to provide students with authentic project-based learning experiences. Through project-based learning, students explore relevant science and history/social science topics. All Aveson projects are designed for students to take an informed position on a relevant topic and take action.

## **Physical Education**

Aveson offers a PE program that is both in alignment with state required instructional minutes as well as Aveson's healthy living focus. PE is taught by advisor teams.

## **Enrichment Programs**

Students have regular opportunities to participate in enrichment experiences provided by our Healthy Living Coordinator and Enrichment Advisor. Such activities may include gardening in our school garden, cooking in our culinary arts classroom or visual and performing arts in our yurt classroom.

## **Homework**

Aveson adheres to a non-traditional homework policy. Homework is personalized and assigned on a student-by-student basis and determined by need.

# **Academic Progress and Reporting**

## **Assessment**

Aveson uses research-based assessment systems designed to assess students in order to determine their instructional needs and strengths rather than evaluate and “grade” students. The following types of assessments are used:

- Writing Prompts
- Spelling Inventories
- DIBELS (reading fluency)
- Math Interim Assessments
- iReady Diagnostic Assessment

## **California Assessment of Student Performance and Progress**

Each spring, 3rd through 5th grade students participate in CAASPP testing. CAASPP is California’s academic testing program intended to provide information used to monitor student progress. CAASPP includes computer adaptive tests in English-Language Arts and Mathematics as well as grade 5 Science.

## **Non-Traditional Academic Progress Reporting**

Aveson adheres to non-traditional academic progress reporting. Instead of earning a traditional letter grade, students work toward proficiency of outcomes. Aveson has converted each Common Core Standard into an “I can...” statement. The “I can...” statements are called Academic Outcomes. Each and every student works towards proficiency on the Outcomes at their particular level with the end goal of academic performance at or above grade level. “I Can...” statements are also used to support students’ social-emotional learning.

For a copy of a traditional transcript/report of progress, please contact the ASL office.

## **Triad Conferences**

At the beginning of the school year, students, parents/guardians, and advisors participate in a Triad conference. During the Triad, each member of the triad contributes information that will help shape students’ personalized mastery learning experience.

## **Student-led Conferences (SLC)**

During SLCs, students have the opportunity to share some of the learning outcomes they are mastering as well as demonstrate some of their learning. SLCs emphasize the core academic subjects of literacy and math.

## **Celebration of Learning (COL)**

Students get to showcase their achievements several times a year through COL. During COL, students lead demonstrations of recently acquired skills, present projects, as well as share progress towards established goals. Family members are invited to participate and serve as an authentic audience for students.

## **Progress Reporting in ACIS**

For students enrolled in the Aveson Center for Independent Study, parents take on the role of home educators and are closely involved in monitoring their scholars' progress on a daily basis. As such, ACIS scholars do not participate in student led conferences or triads in the same way as their ASL peers. Instead, within every 25 school days, ACIS scholars and home educators attend a progress meeting with their advisors to collaborate on academic goal setting and planning of assignments. ACIS students will participate in Celebrations of Learning in order to share their in-person and online experiences in ACIS classes with family and friends.

## **Communication at ASL**

### **ParentSquare**

At Aveson, open communication is encouraged, welcomed, and appreciated. To stay abreast of the dynamic school environment, it is crucial to be proactive in receiving and requesting information. Communication to and from school occurs through ParentSquare, Aveson's communications platform. Please take time to set your preferences on how often you wish to receive notifications on the ParentSquare app and check your ParentSquare dashboard on a regular basis for information from your child's advisors, from your school and from your classroom Parent Liaison (PL). A PL is a parent volunteer who helps the classroom advisor with class communication, projects and field trips among other things.

### **Telephone & Text Broadcasting**

Aveson also uses ParentSquare as a telephone broadcast system that enables school personnel to notify all households and parents by phone or text within minutes of an emergency or unplanned event that causes early dismissal, school cancellation, or late start. The service may also be used from time-to-time to communicate general announcements or reminders.

## Social Media

Aveson utilizes social media as an additional channel to share news, photos, reminders, and celebrations with families and the greater community. Follow Aveson Charter Schools on [Facebook](#), [Instagram](#), and [YouTube](#) for another way to stay in touch with Aveson.

## How to Resolve a Complaint or Concern

At times, parents or guardians may have a complaint or concern that they wish to voice. We welcome direct and swift communication in order to be most effective in helping to resolve the situation. Aveson believes that conflicts are best handled when taken directly to the person that the conflict involves.

- Concerns, complaints, or questions regarding your student's academic and/or behavior progress should be addressed directly to your student's advisor.
- Concerns, complaints, or questions regarding school policies, procedures, or philosophies should be addressed with a school administrator.
- Concerns that cannot be adequately addressed with your student's advisor should be directed to a school administrator.
- You may call the main office to set up a phone or in-person conference with the person with whom you need to speak with.

*\*\*Please note, that in order to maintain the safety of all of our students, at no time may a parent or guardian approach or address another student regarding a concern that they may have. Concerns need to be brought to the appropriate school adult only.*

*\*\*Please note, due to federal law, at no time will the school be able to share information with a family about another family's student.*

## Safety Procedures, Policies, and Protocols

### Disaster Preparedness

Aveson has a comprehensive disaster preparedness plan in order to maintain the safety of all persons on campus in the event of an emergency. Our disaster preparedness plan includes:

- California Education Code mandated monthly fire drills and thrice-yearly earthquake drills. During these drills all persons on campus practice safe "duck and cover" procedures in the case of an earthquake in conjunction with safe evacuation of building procedures.
- A yearly disaster drill. During this yearly drill, all school personnel are assigned to a crisis response team and the entire school simulates a grave earthquake disaster.

- A yearly “lock-down” drill. During this yearly drill, all persons on campus secure themselves in the event of an on-campus intruder.
- A designated safe location in the event that all persons on campus need to evacuate the school buildings.
- Purchasing and maintaining disaster preparedness supplies. These supplies include, but are not limited to: sanitation supplies, search and rescue supplies, first aid supplies, and food and water for up to three days.
- Providing school personnel with first aid and CPR certification courses.

In the event of a school or city/state-wide emergency, all persons on campus are mandated to follow the school's disaster preparedness plan and to follow the directions of any school staff member. In order to keep all children safe, we ask all guardians coming to campus to pick-up their child adhere to the following policies and procedures:

Do not telephone the school. Telephone lines may be needed for emergency communication. Instead, turn your radio to KFI 640 AM, KNX 1070 AM, or KFWB 980 AM for emergency announcements. If students are to be kept at school, radio stations will be notified.

All persons will be located on the central field on the west side of campus. All gates and doors entering campus will be locked. Guardians should park in a designated parking space on the west side of campus and approach the field gate. Signs will be posted directing guardians to the appropriate line to retrieve their child. No guardians will be allowed onto campus.

Students will be released only to guardians identified on the school emergency card, which is required to be filled out by guardians as part of the beginning of the year Welcome Packet. A picture identification will be required to pick-up any student from campus.

## **Signing-in and Signing-out Procedures for All Campus Visitors**

All visitors must park in a marked visitor parking spot and enter campus through the front office doors. In order to keep all persons on campus safe, it is imperative that school personnel know who is on campus at any given time. Visitors should sign-in at the front office and wear a visitor's badge. Proper identification is required when visiting ASL. In addition, all ASL personnel reserve the right to question all visitors on campus to determine whether they have signed-in properly and are engaging in the reason for their visit. Upon commencement of the visit, all visitors should sign-out and return their visitor's badge through the front office.

## **Volunteering at Aveson School of Leaders**

Aveson families are strongly encouraged to contribute to the community through volunteering. While encouraging such participation, we also must maintain a safe environment for students



and staff. Volunteers must adhere to our ACS Board approved volunteer policies guided by the state of California.

A person who comes to the school for a one-time special event (such as a guest speaker, presenter, or visitor) is considered a Visitor and is not required to complete the volunteer requirements. Visitors need to follow the process for visitors on campus, as outlined above.

### **Level 1 Volunteer**

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities are Assists in class with clerical tasks, Tutors a small group of students, Reads with students.

### **Level 2 Volunteer**

Level 2 Volunteers may be out of the direct supervision of Advisors/Administrators. Sample Level 2 activities are Volunteer Sports Coach, Field Trip Chaperone.

## **Volunteer Requirements**

- Complete a Volunteer Application and attach ID photocopy. Prior to volunteering, I.D. will be processed under Megan's Law annually on the CA Department of Justice database [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)
- Submit completed Tuberculosis (TB) Risk Assessment Questionnaire or provide proof of a negative Tuberculosis (TB) Test (Test must have been administered within the past four years)
- Read and sign the Confidentiality Agreement
- Read and sign the Receipt of Policy and Guidelines

### Additional Requirement for Level 2 Volunteers

- Complete a Live Scan Fingerprint clearance through the U.S. Department of Justice. (Level 2 Volunteers only)

## **Team Wear (Dress Code)**

Students are encouraged to wear clothes suitable for an active day of study and play, including days in which they participate in Physical Education activities. Safety, simplicity and appropriateness should be major considerations when dressing for school. In order to promote a culture and climate of safety and respect, Aveson requests that students, school personnel, and visitors to campus adhere to the following team wear guidelines:

- Team Wear Colors: Green, Purple, Orange.
- Shoes: Closed-toe shoes appropriate and safe for out-door use.
- Hats: Hats are acceptable for use during out-door activities and so long as they do not interfere with the instructional setting of the school.
- Individual purses or backpacks: These items are acceptable so long as they do not interfere with the instructional setting of the school.

## **Additional Team Wear Information**

Please label all clothing and accessories (including lunch boxes) with the student's full name. All lost and unclaimed items are donated each semester.

## **Lost and Found Items**

Lost and found items are collected on a daily basis. There are two main locations for retrieving lost items:

- The lower blacktop playground adjacent to the cafeteria.
- The central stairwell on the purple and orange levels.
- Smaller items are sometimes housed in the front office.

## **General Health Policies\*\***

### **Illness**

If your child should become ill, it is important to maintain the health and safety of all persons on campus by adhering to the following policies:

- If your child is ill with a highly communicable illness (i.e., strep throat, head lice, whooping cough, scarlet fever), contact the school right away to inform them of possible exposure to other school persons.
- If your child needs to stay at home to rest and recover, please call the school each day that your child will be absent or send a written notification to verify the reason for the absence.
- If your child will miss a significant number of school days due to illness, please contact your child's advisor for class assignments and projects and/or to develop an independent study plan while your child is away from school. The front office staff will assist in setting up the independent study plan.
- If your child has a fever, do not send them to school. Your child must be free from fever for at least one full day prior to returning to school.
- If your child has been cleared to return to school, but must follow a recovery plan while at school (i.e., recovering from a broken arm, no participation in PE for the next two weeks), please notify school personnel immediately in order to communicate the recovery plan to the appropriate school persons.

## Medications

If your child has a known medical condition that the school needs to be made aware of, please make sure to do the following:

- Fill out the necessary information on your student's emergency card (i.e., insulin dependent diabetic, ADHD and taking medication, Epi-Pen for allergic reaction to bee stings).
- Make sure to contact the office staff with pertinent details and information.
- Make sure to contact your child's advisor with pertinent details and information.
- Make sure your child's emergency card is up-to-date, accurate, and has several alternate contact numbers.
- In order to protect the health and safety of all persons on campus, no student will be allowed to personally carry or self-administer without supervision any prescription or over-the-counter medications.
- All medication, whether prescription or over-the-counter, must be brought to the school's office and an accompanying form must be filled out. All medications will be monitored by the office staff. Your child will have supervised access to his/her medication at any time, per the instructions on the medication form.

## Accidents

It is Aveson's top priority to keep all persons on campus physically safe. In the unlikely event that a person should become injured while on campus, Aveson will take the following action steps:

- Using "Universal Precautions", provide any individual with appropriate first aid and/or CPR, including calling 911.
- Document all injuries occurring on campus on our injury log or accident report form.
- Contact the Emergency Contact persons of the injured person if necessary.
- All minor or major head injuries will be reported to parents/guardians immediately.

If any person should become injured while on Aveson's campus, it is imperative that Aveson personnel be informed immediately to report the injury.

*\*\*COVID-19 Information can be found in ASL's COVID Safety Plan located on our website at [www.aveson.org](http://www.aveson.org).*

## Peanut Free/No Nuts Request

We respectfully ask families to not send peanuts or tree nuts to school. We have various students on campus with nut allergies and ask for your cooperation in keeping our campus as

nut-free as possible. Should your child have an allergy to nuts, the front office, Directors, and Advisor team will work to monitor their contact with other children's foodstuffs.

## **Cell Phone Use**

Students are not allowed to use personal cell phones while on campus. Cell phones may be confiscated by any school personnel member and the parent or guardian required to come to school to retrieve it if a student is using the device when they are not supposed to.

If a parent or guardian needs to get in touch with their student, they should call the school and ask to speak with their student.

## **Bringing Other Items From Home**

Students should not bring any personal items from home to school that are not directly related to what they need for learning. Such items include, but are not limited to: toys, electronic devices, games, fidget tools or money, etc. Aveson believes that in order to maintain the integrity of the classroom instructional program, such objects from home need to stay at home so as not to become distractions. Any plan that needs to be modified from this policy should be communicated directly to your student's advisor.

## **Celebration of Birthdays & Holidays**

One of Aveson's key values is respect for students of all cultures and religions. We honor the fact that our diverse student body celebrates many different holidays at home, but we keep the school a holiday-free zone, including Halloween and Valentine's Day. However, ASL does celebrate "Friendship Day" in February and "Read Across America" day in March.

Aveson celebrates each student's birthday in a special way, organized by the advisor, such as a "birthday shower" where the student receives compliments from his/her classmates. Cupcakes or other snacks may not be brought to school to share with classmates. Keeping the classroom treat-free helps ensure that every student is treated equitably and honors the school's healthy living tenet.

## **Student Permissions**

At the beginning of each academic school year all parents or guardians are asked to complete enrollment information for each child attending ASL. This information is detailed in our Welcome Packet letter sent before the start of the school year. PowerSchool Parent Portal is used to assist families in completing their enrollment information. This enrollment information is vital to the health and safety of your child while they are at ASL. It is important that all families complete their enrollment information in a timely manner prior to the first day of school.

## **Recording, Filming, Photography**

In accordance with California Education Code, in order to keep all students safe and to maintain the integrity of our students' privacy, it is imperative that no person on campus record, film, and/or photograph any student without the explicit written permission of each students' parent or guardian AND the permission of the school.

## **Technology Acceptable Use Policy**

The use of technology, including resources found on the World Wide Web, are an integral part of the teaching and learning at Aveson. In order to keep all students safe, all persons on campus who use computers to access the Internet must abide by the following regulations:

- Any use of school technology, including Internet access, must be school appropriate and must be in support of education and research, or school business.
- It is prohibited by law to download any copyrighted material, including, but not limited to: games, music, graphics, videos, or text materials.
- It is prohibited to access any newsgroups, links, list serves, social networking sites, blogs, or other areas of cyberspace that would be offensive to any individual or group of individuals because of pornographic content, racial, ethnic, or minority disparagement, advocacy of violence, or illicit/illegal content.
- Plagiarism is unacceptable and is prohibited.
- Students and families are required to sign a student computer use contract abiding by these policies.

## **Traffic Safety, Parking & Pick-Up/Drop-Off Procedures & Schedules**

### **IMPORTANT INFORMATION ABOUT PARKING AT AVESON SCHOOL OF LEADERS**

Per our Facilities Use Agreement with Pasadena Unified School District, all Aveson Charter Schools staff and visitors/volunteers must park on campus in a designated parking space when working and visiting the school. Staff are assigned a numbered parking space. Visitors and volunteers may park in a labeled visitor's space. It is important that numbered parking spaces are reserved for staff parking. Visitors may park in one of two parking lots:

1. The front office parking lot, located on Pinecrest Drive.
2. The west parking lot, north of Allen Avenue as Allen turns into Skyview Drive.

### **IMPORTANT INFORMATION FOR ALL GRADE LEVELS**

- **The school day starts at 8:00am for all grades**, Tk-5th grade. Monday - Friday (ASL only - see below for ACIS)
- Students may be dropped-off between 7:45-8:00am. Gates will close at 8:00am.
- There will be NO before school supervision.
- Parents/guardians will only be allowed to use the valet car line service for drop-off and pick-up. **Parents/guardians are asked to stay in their cars during drop-off and pick-up.**
- Students are expected to walk directly to their classrooms upon arrival to school.
- Late arrivals should check-in at the front office for a tardy slip.
- **It is imperative that parents/guardians pick their students up on time at the end of the day.** Late pick-ups will be escorted to the Connections Room patio awaiting to be picked up.
- Aligning sibling pick-up times can be arranged. If you need this support, please reach out to your child's advisor.
- PLEASE, place a placard(s) with your child(ren)'s names and advisor(s) on your dashboard. This will help the afternoon pick-up car lines run much more smoothly.

### **IMPORTANT INFORMATION ABOUT ASL'S CAR LINES AND DRIVING IN THE ASL NEIGHBORHOOD**

- Please be respectful of our neighbors. Abide by all speed limits and avoid blocking our neighbor's driveways.
- Turning into our west parking lot on Skyview Drive, north of Allen Avenue, is a LEFT hand turn. Please pause and use your turn signal if you are coming into the parking lot from Altadena Drive or Allen Avenue. Watch for cars coming from the opposite direction on Pinecrest Drive.
- Our west parking lot on Skyview Drive is a ONE WAY street ONLY during school hours. You may only go NORTH on Skyview Drive during school hours.
- When using the east gate drop-off or pick-up location on Loma Alta Drive, you must turn RIGHT into the school driveway. You can get to the east gate driveway by going north on Tanoble Drive and turning right on Loma Alta Drive or by using our west parking lot on Skyview Drive to travel north to Loma Alta Drive and turning right on Loma Alta.
- **Please be patient with your fellow school family members while using our car lines. It takes a few weeks for families to become familiar with how to use our car lines efficiently.**

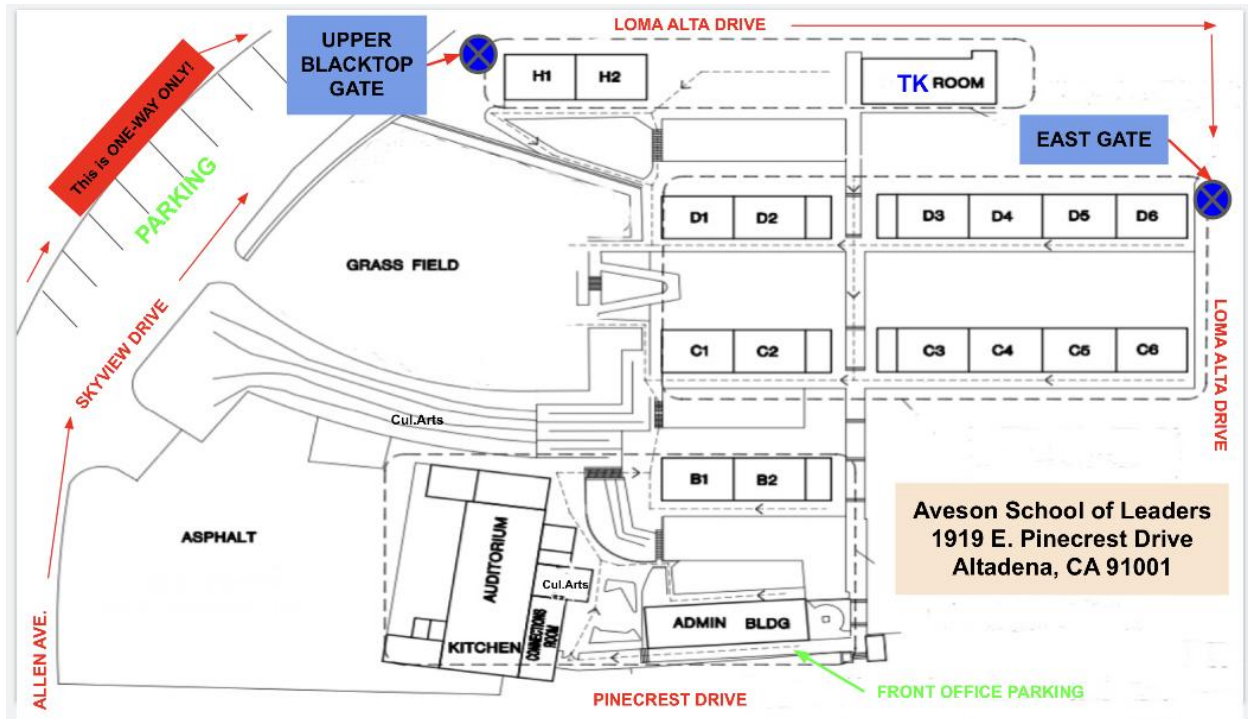
**\*\*NOTE: Mondays are MINIMUM DAYS. Students are dismissed 2 hours EARLY.\*\***

<b>DROP-OFF &amp; PICK-UP SCHEDULE &amp; LOCATIONS</b>					
<b>Grade Level</b>	<b>Drop-Off Time</b>	<b>Drop-Off Location</b>	<b>Pick-Up Time</b>	<b>Pick-Up Location</b>	<b>Notes:</b>
<b>TK</b>	7:45-8:00am	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:20pm <b>(Monday 12:20pm)</b>	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	Class: -Ms. Edit E
<b>K</b>	7:45-8:00am	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:20pm <b>(Monday 12:20pm)</b>	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	Classes: -Ms. Bere D1 -Ms. Evah D2
<b>1st - 2nd</b>	7:45-8:00am	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:35pm <b>(Monday 12:35pm)</b>	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	Classes: -Ms. Tracey D3 -Ms. Cid D4 -Mr. David B2
<b>1st - 2nd</b>	7:45-8:00am	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus	2:35pm <b>(Monday 12:35pm)</b>	<b>East Gate.</b> Located on Loma Alta Drive.	Classes: -Ms. Jeanette D5 -Ms. Molly D6

		parking lot.			
<b>3rd - 4th</b>	7:45-8:00am	<b>East Gate.</b> Located on Loma Alta Drive.	2:50pm <b>(Monday 12:50pm)</b>	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	Classes: -Ms. Bondsmith C1 -Ms. Cooper C4 -Ms. Kipcia C6
<b>4th - 5th</b>	7:45-8:00am	<b>East Gate.</b> Located on Loma Alta Drive.	2:50pm <b>(Monday 12:50pm)</b>	<b>East Gate.</b> Located on Loma Alta Drive.	Classes: -Mr. Byron C2 -Ms. Jackie C3 -Ms. Terry C5
<b>ACIS - MONDAY ONLY</b>	8:10-8:20am	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	1:00pm	<b>Upper Blacktop Gate.</b> Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	Classes: -Ms. Jessica - -Ms. Dickson



## Campus Map - ASL



## Who May Pick-up Your Student?

Any parent/guardian or person listed on the student's emergency card may pick-up your child from school. If a person is picking up your student and they are NOT listed on the emergency card, a written notification expressing your permission with the specific dates of pick-up must be submitted to our office staff before your student will be released. In order to keep all of our students safe, there will be no exceptions to this policy.

## After School Supervision

After school care is provided by Aveson Charter Schools and is run by ASL's Afterschool Program Coordinator. There are fees associated with parts of this program. No other supervision is provided. If your child is not enrolled in our after school care program, a responsible guardian MUST pick up your child at the conclusion of each school day. Please help us keep your child safe by respecting this policy and picking up your child on time.

All inquiries regarding after school care should be made to ASL's Afterschool Program Coordinator.

## **Student Support: Discipline Philosophy, Policies, and Procedures**

### **Social, Emotional, and Physical Safety Policies**

It is Aveson's top priority to keep all persons on Aveson's campus socially, emotionally, and physically safe at all times. Aveson will not tolerate any person being harassed or abused in any way. Working together, Aveson's Directors and staff, will immediately and compassionately address any instance of child abuse, discrimination, harassment, bullying or any other violation to one's social, emotional, or physical safety.

By law, Aveson School of Leaders is a mandated child abuse reporting institution.

### **Discipline Philosophy**

At Aveson, we strongly believe that in order to maintain and preserve the integrity of Aveson's culture and climate so that the goals of personalized learning, social leadership and healthy living can be realized, children must be guided in their social, emotional, and behavior development in conjunction with their academic development.

### **Student Support versus Student Management**

At Aveson, we think about discipline in a fundamentally different way. We believe that student's social, emotional, and behavior development needs to be supported and guided through teaching, modeling, shaping, and cueing in order to foster the potential for lasting change. At the foundation of this belief is the idea of discovering *why* students are or become socially, emotionally, and/or behaviorally challenged. When we are able to identify why students are challenged, we can then work with the student to create proactive behavior support plans that will ultimately teach the student how to identify their "triggers", self-regulate their emotions, and teach the skills the student requires in order to meet their needs in alternative, or more constructive ways.

When discipline focuses solely on the management of students, discipline becomes about control rather than support. When controlling students through the use of consequences, the focus for students becomes about what he/she must do in order to avoid punishment or receive

reward. Lost in this model of discipline is the understanding of why students are or become challenging and more devastating, lost is the crucial opportunity to explicitly teach students challenged by their behavior the social, emotional, and behavioral skills they need to positively change their behavior in the future.

Therefore, at Aveson, not only do we support students in their academic development, we strive to dedicate as much time, energy, and care in the support of all student's social, emotional, and behavior development as part of building a positive culture and climate.

## **Advisory-Based Social, Emotional, and Behavior Curriculum**

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that strives to be realistic, equitable, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory occurs for each classroom every morning and every afternoon, and is the foundation for helping students develop their social, emotional, and behavioral learning.

To learn more please view the full text of our [Discipline Philosophy](#).

## **Discrimination, Harassment & Bullying Policy**

Aveson Charter Schools believes that all students, staff and visitors have a right to a safe, connected and healthy school environment free from discrimination, harassment, bullying and intimidation. Aveson values and celebrates all abilities, races, cultures, religions, countries of origin, sexual orientations, genders and languages. ***Aveson is committed to standing up for and taking action against all racist and discriminatory behaviors whether intentional or not.*** As such, we take our safety and policies very seriously. Behavior that infringes on the safety of any student, staff or visitor is prohibited and will not be tolerated.

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. All families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

## **Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy**

Aveson Charter Schools and community are committed to making their schools free from unlawful discrimination, harassment and bullying and providing equitable opportunities for all individuals in their community. ***Aveson Charter Schools will not tolerate any person being discriminated against, harassed or abused in any way.*** We stand against racism, hate and discrimination. We are a color-conscious organization and strive to talk about race openly and honestly. We are dedicated to working with staff and families to foster the growth of anti-racist children.

Any student who engages in discrimination, harassment or bullying of another student or anyone in the Aveson community may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination, harassment or bullying may be subject to disciplinary action up to and including dismissal from employment. Aveson will seek to prevent, correct and discipline behavior that violates this policy or any other infringement to one's social, emotional, or physical safety. School response to violations may be informed by and in conjunction with appropriate law enforcement agencies.

This policy pertains to any instance of discrimination, harassment, or bullying that takes on campus, during an off-campus school event, during Distance Learning, or on any digital platform (email, Zoom, text, Google docs, etc).

### **Aveson's Expectations**

Aveson expects all persons to contribute to a safe learning environment for all students, staff and visitors. Aveson, its students and the community have an obligation to promote mutual respect, understanding, and acceptance. A student will not intimidate, harass, or bully another student through words or actions, whether on the physical school site campus, during an off-site school-sponsored event or by means of an electronic act. Any person (student, staff member, volunteer, visitor) who commits an act of discrimination, harassment or bullying is in violation of this policy.

We expect all persons to adhere to and strive for self-efficacious behavior that follows our ***School Family Agreement*** and our ***Guiding Principles*** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director team and hold them accountable for implementation of this policy.

All staff are expected to immediately intervene when they see an act of discrimination, harassment or bullying or upon receipt of any report of discrimination, harassment or bullying. Staff are expected to immediately report these incidents to the Director of Student Support or the Executive Director. People witnessing or experiencing discrimination, harassment or bullying are encouraged to report the incident to their Advisor, the Director of Student Support or the Executive Director as soon as possible. Any member of the Aveson community may make an anonymous report of discrimination, harassment or bullying and Aveson strictly prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Anonymous reports can be made by filling out our electronic reporting form. This form does not record email addresses and once filled out will be submitted to the Director of Student Support and the Executive Director. To make an anonymous report of discrimination, harassment or bullying, use the following link:

[Discrimination, Harassment & Bullying Anonymous Reporting Form](#)

### **Discrimination**

- **Definition:** Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, religion or personal sexual Identification; denying any student or staff, of any personal, professional growth opportunities: as well as any oppoutunites for advancement, on the bases of race, religion, sex, sexual oreintation or identification. This includes discrimination that occurs in virtual, internet based or on-line settings.
  
- **Examples:** The following examples of discrimination are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
  - Student Tina has asked others to use the pronoun “he”. A fellow student refuses to and keeps referring to Tina as “she” saying that Tina is a “girl” and should be called “she”.
  - Todd was discouraged by their school counselor when applying to college. When Todd said he wanted to apply for an Ivy League college, the counselor said, “ Don’t waste your time. They don’t accept African-Americans”.
  - Jared is Muslim. He informs his advisor that he prays 5 times daily as part of his religion and asks his advisor if he could use his free class time to pray. The advisor denied Jared’s request to pray.

- A group of students play basketball everyday on the playground. Several of the students consistently call each other the “N” word when they don’t agree with how the game is being played.

### **Harassment**

- **Definition:** Harassment is written, verbal or physical behavior that demeans, humiliates, embarrasses or any kind of ongoing torment towards a person. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This includes harassment that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of harassment and sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
  - While walking to lunch each day, John gets nudged on the shoulder by the same student. The student whispers that John’s skin is too black.
  - A group of students pass by Joanne at recess each day and whistle at her. Sometimes they tell her she looks “pretty” or “slutty” depending on what she is wearing.
  - Ryan plays on the baseball team at recess. His teammates recently found out he was gay and have started calling him “princess”.

### **Bullying**

- **Definition:** Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing that has or can be reasonably predicted to have the effect of causing fear for one’s person or property, causing detrimental effects to one’s physical or mental health, causing interference with one’s academic performance and/or causing one’s substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school. This includes bullying that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of bullying are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.

- Sam is afraid to walk home from school. Every so often, another student waits for them and threatens to punch them if Sam doesn't do things for them at school, like steal the teacher's computer passwords.
- Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
- Shelly tells their friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

### **Reporting Discrimination, Harassment and Bullying:**

The following actions will be taken when discriminatory, harassing or bullying incidents are reported at Aveson:

#### **Notify:**

Upon receipt of any report of discrimination, harassment or bullying an appropriate Aveson staff member, including, but not limited to a Director, Student Support Team member and/or an advisor, will direct an immediate investigation.

#### **Investigate:**

An investigation will take place and will include interviewing the alleged perpetrator(s) and victims(s), identified witnesses, advisor(s) and staff members. Parents/guardians will be notified after the conclusion of the investigation by a Director or Student Support Staff member.

All reports and incidents will be documented in Aveson's electronic behavior referral system and will be kept strictly confidential. The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

#### **Action**

Students who violate Aveson's policies on discrimination, harassment and bullying may be subject to progressive interventions and/or disciplinary actions, leading up to and including suspension and expulsion from Aveson Charter Schools. Aveson's disciplinary actions adhere to ***Aveson's Discipline Philosophy*** (see link below) which follow age-appropriate and developmental procedures, ensuring that teaching, learning and restorative practices guide the actions taken.

#### **Follow-up**

Aveson will continue to support the accused and the victim(s) after the incident has occurred in order to support on-going learning, growth and prevention of future incidents of discrimination, harassment and bullying. For example:

- Restorative conversations
- Weekly check-ins with students and/or families involved
- Role Plays
- Restorative projects
- Explicit and direct instruction on discrimination, harassment or bullying

If the processes by which Aveson took to notify, investigate, act and follow-up on any incident of discrimination, harassment or bullying were not conducted with integrity to this policy, any Aveson community member may reach out to the Executive Directors at either school and/or the Aveson School Board.

### **Supporting Documents:**

- [ASL's School Family Agreement](#)
- [Aveson's Guiding Principles](#)
- [Aveson's Behavior Philosophy](#)
- [ASL's Charter Renewal 2016](#) (see pp 60-78, Suspension & Expulsion Procedures)

## **Absences & Tardies**

Students at Aveson School of Leaders are subject to compulsory full-time education. All students are expected to be in school every day unless they have a valid excuse. A student is considered absent when she or he is not in school. Our children's school day is enhanced by arrivals that are routine and on time. Children who arrive after the school day has begun, miss the opening of their classroom day, and may feel the impact throughout their school day.

Any child arriving after 8:00 a.m. is tardy and must report to the office for a tardy slip.

### **Excused Absences**

Aveson School of Leaders will comply with California Education Code Section 48205(a), for purposes of excusing absences and allowing pupils to make up missed work. California Education Code Section 48205(a), provides "A pupil shall be excused from school only when the absence is:

- Due to his or her illness.
- Due to quarantine under the direction of a county or city health officer.



- For the purpose of having a medical, dental, optometric, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of his or her immediate family (so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California).
- For justifiable personal reasons, including, but not limited to observance of a holiday or ceremony of his or her religion, attendance at religious retreats (not to exceed four hours per semester).
- Or when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

### Reporting Absences and Tardies

It is the responsibility of the parent or guardian to contact the school office in the morning if their child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above. Acceptable written verification includes:

- A note or email from the parent or guardian (for illness less than three days).
- The doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment).
- Court documents, etc.

In addition, if a student is absent for three or more consecutive days for medical reasons, the student will need a release from his or her physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in.

### **Short-Term Independent Study**

If your child will be absent from school for more than three days with a valid excuse please contact the front office as soon as you are aware of the absence in order to develop an independent study plan for your student. The plan will outline the assignments and/or projects that your child is responsible for during their absence. The Advisor and an Administrator must approve the Independent Study plan prior to your child's absence, and upon your child's return the Advisor will review the work for approved credit.

## **Student Support: Specialized Academic Instruction and Student Study Teams**

## **Special Education Program**

Aveson's student population consists of a unique and extremely diverse campus of learners. Due to our philosophy of personalized learning, we believe that each student at Aveson deserves the right instruction, given by the right person, given at the right time. Using the Response to Intervention model, this means that most students will thrive and achieve great academic success within the core academic program. However, some students will need specialized academic instruction in order to fully reach their learning potential.

We are a "full inclusion" campus. This means that we do not offer separate self-contained classrooms for students who qualify for Special Education services. All students, no matter their particular academic or social, emotional, or behavioral challenges learn and thrive together within the same classroom. Aveson is committed to helping every student become academically and globally competent in order to maximize their full potential as 21<sup>st</sup> Century citizens.

## **Response to Intervention (RtI)**

Response to Intervention (RtI) is the idea that within a typical school setting, 80% of students will be successful within the core academic and behavioral systems in place. However, approximately 10-15% of students will be challenged by the core program and will need strategic intervention and another 5-10% of students will need intensive intervention in order to be successful within the school setting. RtI is a series of steps that are taken that are above and beyond the core program when a student has been identified as struggling academically and/or behaviorally. The goal is to provide accommodations, modifications, specialized instruction and progress monitoring that will help the student be successful and able to reenter the core academic and behavioral programs.

Aveson strongly believes that the key to a student's academic success is in understanding and truly knowing each student. Advisors come to know students through careful observation during whole group, small group, and one-on-one instruction. In addition, advisors formally and informally give academic assessments to all students on an on-going basis in order to get data-driven information that complements observational information. In this way, advisors are constantly aware of which students may need extra support.

RtI helps advisors identify struggling students more readily and more accurately. When an advisor knows that a student is struggling, they can then begin the process of exploring why the student is struggling and further delve into the process of determining the best strategies, interventions, and/or modifications to help the student become successful once again. For most students, this process of careful observation, assessment, and intervention are all that is needed to get the student back on track.

## **Student Study Teams (SST)**

When a student is not responding successfully to the core academic and/or behavioral program it may be beneficial to activate the Student Study Team (SST) process for the student. An SST is a meeting where involved stakeholders (advisors, parents/guardians, director) join together in examining the student's strengths and challenges and discuss strategies and solutions to address their academic and/or behavioral needs. Parents should contact their child's Advisor first when they have concerns about student support.

## **Special Education Psycho-educational Testing Outcomes**

When a student's needs are not being met by the Core Program, RTI, or SST, Aveson staff or parents may recommend an evaluation for Special Education.

Aveson is mandated by law to provide the testing within a certain time frame upon receipt of a signed assessment plan. Even within the legal timelines, testing is a lengthy process and results take time to determine. The following is a general outline for this process:

- Academic testing will be done by Aveson's Inclusion Specialist.
- Psychological testing will be done by Aveson's school psychologist.
- Testing may be administered in Speech, Language, or other areas, as appropriate.
- Once testing is complete, all testing persons will complete their written report and findings.
- Once the reports are written, the Director of Special Education will schedule and facilitate an initial Individual Educational Program (IEP) meeting to include the psychologist, the student's advisor, and the student's parents/guardians.
- At this meeting, the reports and findings will be shared and it will be determined if the student is eligible to receive Special Education services.
- If eligibility is determined (by the laws and regulations of IDEA, Individuals with Disabilities Education Act), an offer of FAPE (Free and Appropriate, Public Education) has been made by Aveson, and the parent/guardian accepts the offer, the student will be placed on an IEP.
- If the student does not qualify for special education services, the student will not be placed on an IEP. If this is the case, the team may decide to continue with the SST process, place the student on a 504 plan, or the parents/guardians may decide to seek outside of school support independent of Aveson.

## **Individual Educational Program (IEP)**

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

### **What's the IEP's purpose?**

The IEP has two general purposes: to set reasonable learning goals for a child, and to state the services that the school district will provide for the child. The IEP is developed jointly by the school system, the parents of the child, and the student (when appropriate).

### **Who develops the IEP?**

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

### **When is the IEP developed?**

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and is eligible for special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the accommodations and modification are being effective, and annual goals are being achieved. Revisions are made as deemed appropriate.

### **What's in an IEP?**

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- The child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum.
- Annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year.
- The special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or support from school personnel.
- How much of the school day the child will be educated separately from non-disabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs.

- How (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs.
- When services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the child's progress toward the annual goals.

## **Aveson's Special Education Local Plan Area (SELPA)**

Aveson contracts with Desert Mountain Charter SELPA for Special Education guidance. This partnership allows Aveson to control the budget and human resources of its Special Education Program (SPED). Aveson's SPED program is run and facilitated by Aveson's Executive Director and Director of Special Education. Inclusion Specialists work closely with the Director of SPED to manage all IEPs, facilitate all IEP meetings, and provide direct services to students.

### **504 Plans**

The "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, or keyboard for taking notes.

A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to participate freely; like the Americans with Disabilities Act, it seeks to level the playing field so that those students can safely pursue the same opportunities as everyone else.

## **Healthy Living**

### **Nutritional Guidelines**

One of our objectives at Aveson is to encourage and educate our students about the benefits of a healthy lifestyle including nutritious eating, as well as helping to cultivate a dining experience rather than contributing to the "eat-and-run" culture to which we have unfortunately become so accustomed. In support of our vision of a school reflecting nutritious and healthy eating and

living, as a first step we request the following: no student will come to school with, or consume soda or candy as part of their snacks or lunches on campus.

## **Aveson School Lunch Program**

Aveson is pleased to provide school lunch to all of our students. We offer breakfast and lunch service Monday through Friday. All of our lunches are consistent with our Healthy Living philosophy. We pride ourselves in being able to provide nutritious as well as scrumptious meals for our students.

Should you wish to learn more about our school lunch program, contact the Food Services Director.

## **Events, Activities & Programs**

### **Connect with the Site Director/Principal**

On a monthly basis, alternating mornings and afternoons, a connection and chat session is scheduled to promote open communication and collaboration between Aveson and our community. In most cases the forum serves as an open dialogue with Q&A. These sessions are facilitated by ASL's Site Director/Principal and announced on the ASL ParentSquare calendar.

### **Field Trips**

Class field trips are selected and planned by the advisor to enrich the students' experience of a particular aspect of the curriculum. Each advisor is given freedom to choose trips that they find most appropriate to supplement their classroom activities. Usually field trips are organized by cadre (Tk/K, 1-2, 3-5). Although the classroom advisor is ultimately in charge, parent participation is appreciated and necessary to help facilitate field trips. In order to facilitate effective and successful trips, the class advisor may select parent helpers to accompany the class or to help with tasks for the trip. All parents are welcome to accompany their child on field trips. There is limited space on the bus, so parents are chosen by lottery (email your child's advisor after the trip is announced to enter the lottery). Even if your name is not picked, you may drive your own car and meet the class at the location of the field trip. Your child must ride the bus to and from the location, even if you are driving your own car.

In addition, we are fortunate to be located in an area of Altadena that is surrounded by local trails and hiking opportunities. It is common for students to take walking field trips around campus in order to access these wonderful natural resources.

## Action Teams

Aveson has traditionally encouraged parent involvement via Action Teams. The reason for this is very clear – our parents want *action!* Action Teams can meet all year long, or come together for a short period of time for a specific purpose. You don't have to be *on* an AT to come to a meeting or event – just check the calendar or contact the facilitator to get involved.

## Parent Liaisons

In the unique learning environment that is being created here at Aveson, we seek to meet the needs of each individual student. Individual needs, interests and abilities are fostered and respected. In order for this to take place, we welcome additional resources to support this model of learning. Our staff is incredibly trained, experienced and motivated, yet in a COMMUNITY OF LEARNERS, we often must reach out to the greater community for assistance. The Parent Liaison Program has been born out of this need.

**Communication** - It is the primary role of the Liaison to serve as an information conduit between advisor and the rest of the school community. Each liaison is assigned to a particular advisor, and will relay pertinent class information and needs to the community via ***ParentSquare, phone calls, and in certain circumstances, written notice.***

**Community Building** - On a school-wide level, the liaisons work collaboratively to help execute several community events throughout the year. These events aim to create a unified, cohesive family atmosphere on campus. Our goal is for all families to feel welcome on campus, and to realize that *everyone* is needed to make our vision a reality. Liaisons will be called upon to assist with school-wide activities such as: ***Celebrations of Learning, Teacher Appreciation Events, Field Trips and Potluck/Mixers.***

**Volunteer Ambassadors** - Our liaisons understand the great importance that volunteers have in our classrooms and throughout the school, and they actively inspire the community as a whole to get involved.

## Aveson Community Organization

The Aveson Community Organization (ACO) is Aveson's parent-teacher organization. The purpose of the (ACO) is to enhance and support the educational experience at Aveson Charter Schools by:

- Providing an organization through which the parents, school, and teachers can work cooperatively to strengthen the community
- Fostering a closer connection between school and home by encouraging parent involvement

- Providing volunteer and financial support for Aveson programs

Parents and guardians wishing to learn more about the ACO or to get involved can visit their website at: [www.avesonaco.org](http://www.avesonaco.org)

## **Fundraising**

Charter schools, like public schools, receive funding from the State of California that covers most operating expenses. However because Aveson is committed to keeping low student-to-teacher ratios, our per student revenue is lower than other public schools. That means our General Fund has an ongoing structural deficit. Our primary focus in fundraising at Aveson is to bridge the gap between the State budget and our actual operating expenses. Note: our fiscal year runs from July 1 to June 30.

## **Annual Fund**

The Annual Fund raises unrestricted funds for our General Fund. It is the most flexible and immediate source of income for our school, and supports advisors, staff, and virtually every other aspect of school life. You have the option to make your gift in a single sum, or make monthly donations—whichever works best for your family’s budget. Donations of any size are encouraged since a 100% participation level is one of the most effective measures cited by outside granting institutions when evaluating a program for funding.

## **Annual Notifications**

Each school year families are asked to read and acknowledge notification of Federal, State, and Board policies and procedures. The annual notifications will be distributed to families to read and acknowledge receipt.

## **Board Policies**

Aveson Board Policies may be accessed via the website [aveson.org](http://aveson.org). Should you have questions at any time about implementation of policies at ASL please contact the Executive Director.





"We change the world by teaching and inspiring others to change the world."

# **Aveson Global Leadership Academy**

Student and Family Handbook

2021-2022

575 West Altadena Drive, Altadena, California 91001

Office: (626) 797-1438 | Fax: (626) 628-1752 | [www.aveson.org](http://www.aveson.org)

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# Introduction

## Welcome to Aveson Charter Schools!

Aveson Charter Schools are free public schools. They consist of two, small, student-centered learning communities with a focus on personalized learning, social leadership, and healthy living. Aveson School of Leaders is our school of TK-5th grade students and Aveson Global Leadership Academy is our school of 6-12th grade students. The co-founders of Aveson dreamed of a place where students of all cultural, socioeconomic and academic backgrounds would reap the rewards of a state of the art education on a typical public school budget. And because we know all students do not learn in the same way, Aveson is a place where academic learning is individualized while social leadership skills are maximized.

We believe...

- Social leadership requires personal responsibility.
- Personal responsibility develops by connecting ideas and people.
- Connecting ideas and people requires access to knowledge and a willingness to learn.
- It is both how we pursue our learning and what we do with our knowledge that sets us apart.

## Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. We provide the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

Our mission is supported by the following **Guiding Principles**:

- Vision means seeing what could be and what will be and living the difference.
- There is no such thing as too much truth.
- How you say it is as important as what you say.
- When identifying problems, offer strategies and solutions.
- Everyone's time is valuable.
- Your commitment is to make others around you successful.
- Our growth together requires us to grow individually.
- Integrity is everything.

## Aveson's Culture and Climate

At Aveson we are creating a climate and culture of safety, connectedness and composure. Aveson defines climate as the environment in which a student learns. We know we have a positive climate when our students feel like they are safe, valued, and treated equitably. Culture, on the other hand, is our set of core values, or Guiding Principles, and patterns of behavior that are supported by the Aveson community through our school-wide policies and our customary ways of acting. Aveson's culture answers the questions: "What is this school about?" and "What is important here?" By building a positive culture and climate, Aveson strives to have its culture and climate align directly to its mission.

We anchor all of our culture and climate expectations around the following school-wide behaviors (**RISE**):

- Responsibility
- Integrity
- Safety
- Equity

In order to promote a culture and climate that focuses on the academic, emotional, behavioral, and physical safety of all persons on campus, Aveson has established the following four safe school goals:

- All students and staff members will be provided a safe teaching and learning environment.
- All students will be safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- All students and their guardians will have access to all available community resources.
- Aveson Charter Schools will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, family, and religious backgrounds.

We deeply believe that together, we are better. Respect for individuals, and delight in diversity, underlie the curriculum in every classroom and in every gathering of staff and parents. Our goal is to create a model of community that supports our mission, and guides our children throughout their lives.

It is expected that all persons on campus will adhere to our mission by following RISE and the Eight Guiding Principles at all times.

## What is a Charter School?

There are more than 700 public charter schools in the state of California. Although each one may be unique in mission, program and challenges, they all have some critical elements in common. Primarily, charter schools address the need for parents to have expanded choices in the kinds of educational experiences available to their children.

Although the Pasadena Unified School District authorizes our public charter schools, Aveson Charter Schools is a public, independent California nonprofit corporation, a 501(c)(3) corporation. This means we manage our own finances, staffing, and curricular choices as well as maintain our own Board of Directors.

To view our written charters in full, please refer to Aveson's website ([www.aveson.org](http://www.aveson.org)) or ask for a copy in the main office.

### Aveson Board of Directors

The founders of Aveson School of Leaders and Aveson Global Leadership Academy charter schools believed, based on evidence, the best decisions made at a school are made by those closest to the students. So at Aveson schools, Advisors (teachers) have the autonomy to make the right decisions for the students in their classrooms. The school administration also has autonomy to make the best decisions for the entire school staff and student body. The role of the Aveson Board of Directors is to oversee the outcomes of those decisions and guarantee success in the following four areas: 1) Finance, 2) Compliance, 3) Academics and 4) Fidelity of the Charters. The board must have a minimum of 3 members. The following is a list of current board members:

- Elsie Rivas Gomez, president
- Rob Dell Angelo
- Bridgette Brown
- Trinity Jolley
- Javier Guzman
- Jeiran Lashai
- Kat Ross
- James Perreault

Aveson board meetings are held regularly. Agendas for regular meetings are posted 72 hours in advance of the meeting in and outside of the main office of each Aveson Charter School, and are posted on our website. Special board meetings are called as needed. Special meeting agendas are posted 24 hours prior to the meeting. All members of the public are welcome and can provide public comment and the beginning of the meetings.

*In compliance with State of California laws, all Aveson Board of Director Meeting agendas and minutes are available to the public online at <https://www.aveson.org/board-of-directors>*

## **Purpose of This Handbook**

The purpose of this handbook is to provide all Aveson Global Leadership Academy community members with information regarding our philosophies, policies, and procedures regarding the academic, emotional, behavioral, and physical safety of all persons on campus.

## **Instructional Design and Teaching Methods**

The Aveson Global Leadership Academy educational program effectively serves the needs of students in grades 6-12 by providing a Personalized Mastery Learning Portfolio for every student. Each student's learning experience represents a systematic, thoughtful approach toward mastering the California state content standards and CCSS, developing leadership skills, and exploring healthy living practices.

As a small charter school, AGLA faculty are able to get to know their students' personalities, learning styles, and background, allowing master teachers to provide the right instruction every day. Some students benefit from a more structured, "traditional" setting. Others may be most successful working with groups of other students on projects. All students are exposed to a variety of educational experiences so they can learn not only the content and skills, but students can learn about how they learn best. By making the educational process one where students are encouraged to explore and develop their own preferences, AGLA nurtures the capacity of all students to become lifelong learners.

## **AGLA Curriculum**

Based on the above common areas of focus and teaching methods, the curriculum is comprised of three primary components:

- (1) Academic Success through Personalized Mastery Learning
- (2) Social Leadership
- (3) Healthy Living

## **Academic Success through Personalized Mastery Learning**

Every student has a story which includes their academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student. As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. All students must exhibit mastery of Foundational Learning Outcomes in order to pass a course. Students are also encouraged to show mastery on Extension Learning Outcomes based on their passion and or interest area. All students move through their day or week; they are working towards mastery in the following core curriculum areas:



## English

English credentialed Advisors have collaborated to create a Personalized Mastery Learning Portfolio which has converted California state content standards and CCSS to Learning Outcomes. The statements are called Learning Outcomes.

Every English class is a highly collaborative, experiential environment where students have time to work independently when necessary but where students have many chances to work in community: to read, write, edit and revise, and research: create and explore driving questions, take notes, watch, listen, present, defend, and reflect

## History

History credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The statements are called Learning Outcomes.

Every History class focuses on building student critical thinking, research, and synthesizing skills through project-based learning. Students learn content through mini-lesson overviews and by creating rigorous projects focusing on topics of interest within their historical context. Instruction consists of Formal and Informal Discussions.

## Mathematics

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Math credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The mathematics block involves large group instruction, small group instruction, and independent practice. Students experience math integrated across content areas, investigative, hands-on, inclusive of peer teaching and tutoring, tiered, with problems and multiple strategies for differentiated instruction, and supported by classroom discussions.<sup>1</sup> Students use a variety of assessments and multiple opportunities to show mastery of math standards.

## Science

Credentialed Science Advisors use flexible learning blocks to provide authentic project-based learning experiences, direct instruction, small group instruction and independent practice. Advisors provide or students choose assessments which will show evidence of mastery of one or multiple Learning Outcomes. Advisors provide small group instruction to students working on similar learning goals. Advisors also conference with students individually as needed to check on learning progress and provide feedback.

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<sup>1</sup>

### Physical Education

Students learn how to work as a team and individually while developing their physical skills. The emphasis is on physical activities students can do any time without expensive equipment or special access. The activities include: walking, running, hiking, aerobic exercise, and anaerobic exercise. Each student has a Personal Fitness Plan (PFP). Body composition and physical strength is assessed and then students set goals based on the data. The PFP goals are worked on in and outside of the school day. All 6th through 9th grade students participate in state Physical Education testing.

### Language other than English

Spanish is and will be the primary language other than English taught at Aveson. Students will also be able to study other languages by attending courses at a community college.

### Electives

Middle and high school elective courses give students the chance to take classes outside of a prescribed plan of coursework. This lets students pursue other interests they may have, giving them a more "well-rounded" education. These electives also let students find subjects that might interest them and change the direction they wish to take with their education. Electives may reflect a student's interests, introduce or improve skills, or be directly related to a future career.

High school students must take at least one full year of a College Preparatory Elective. The intent of the college-preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of the following objectives:

- Strengthen general study skills, particularly analytical reading, expository writing and oral communications;
- Provide an opportunity to begin work that could lead directly into a major program of study at the University; and
- Experience, at some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.

### **Social Leadership**

AGLA students are encouraged and guided through the process of building social leadership skills which impact individual students, peers, and the greater community. Students participate in various activities throughout the year to these 21st century skills which are necessary to advance in life.

## **Advisory-Based Social, Emotional, and Behavior Curriculum**

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Our advisors use the CharacterStrong social-emotional advisory curriculum for both middle school and high school. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that is realistic, fair, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory is the foundation for helping students develop their social, emotional, and behavioral learning. During advisory, advisors have the opportunities to:

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.
- **“See” and know each student** – Advisors should recognize each student's potential, help them find their talents, and give them the knowledge and skills to turn their talents into strengths.
- **Believe that each of their students can and wants to be successful** – Advisors should understand that behavior is only the symptom. It is not the problem. All children can and want to be successful.
- **Be organized** – Advisors should have a plan everyday, be on-time, and have the materials they need for the day's lessons.
- **Set clear expectations** – Advisors should have a clear, fair, realistic, and consistent core classroom support plan. Advisors should use advisory time to explicitly teach their students about classroom expectations through advisory-based learning.
- **Be fair and consistent** – Advisors should construct their advisory-based curriculum to effectively meet the needs of all of their students.
- **Take the time to explicitly conference with their student(s) about their social, emotional, and behavior development** - Advisors should ask guiding questions to engage the students' critical thinking and reflective skills in order to teach them how to identify their behavior and feelings, why their behavior might not have been a positive choice, how it might have affected others, what they could do differently next time, and what their plan is to restore justice.
- **Run a meaningful advisory circle each day** – The advisory circle is the primary vehicle for teaching social, emotional, and behavior skills. Advisors should use this time to remind and reinforce core classroom support plans and expectations, Aveson's Guiding Principles, and R.I.S.E. through the use of modeling, role-play, skits, literature, class meetings, and other advisory-based learning.
- **Help students identify a way to restore justice** – When a “wrong” needs to be made “right”, a student should develop a plan to restore the injustice that they created with their behavior. Advisors should help students create a realistic plan that directly relates to the behavior in question, and that will in fact restore justice to the involved stakeholders.

## **Healthy Living**

For 6-12 grade students, “healthy living” focuses on learning about and managing emotional, mental, and physical health. These topics are interwoven into the school day through explicit units, small projects, during the advisory and interdisciplinary projects and through enrichment activities.

Healthy living also focuses on character education. Advisors help students learn about safe, kind, and responsible behavior, a well-accepted model for secondary schools. Staff models these practices and explicitly reinforces them in their language with students. Students are asked to consider and examine their own beliefs and behaviors given different situations.

## **Homework**

- Aveson adheres to a non-traditional homework policy. As homework for the sake of homework has virtually no impact on student achievement, Aveson’s homework policy is non-traditional in the sense that homework is personalized and it is assigned based on need.
- Students are expected to read for at least 30 minutes at least four days a week outside of school depending on their grade. Students are expected to practice math and work on projects and study to be prepared for content classes.
- Advisors will send out general expectations and specific assignments they have for student work at home; however, students who use time wisely throughout the day will have a great deal of time to complete a majority of expected work while at school.

## **Assessments and Mastery Learning**

What does assessment look like at AGLA?

- Students are assessed on what they know and have learned (not penalized for the things they do not yet know).
- Students are given multiple attempts to master skills with personalized instruction to ensure their success.
- Students are given multiple means of assessment and often choices about how they are assessed always considering their unique strengths and challenges: projects, written and/or verbal multiple-choice short and long answer tests and quizzes, performance tasks, timed and process writing pieces, discussions, presentations, conferences, practice work, etc.
- Throughout the year, students are assessed formally and informally through diagnostic, formative, and summative assessments. Advisors use the information from these assessments to design specific curriculum to target individual student need.
- Mastery Learning Outcomes:
  - Students are given a set of Mastery Learning Outcomes for each class which are skill-based learning objectives adopted from the Common Core Standards when applicable.

- Students are evaluated based on their actual skills rather than if they turned in their work by a due date or completed extra credit.
- Students take ownership of their learning by linking evidence which shows proficiency in each outcome.
- Students learn deeply and hold on to their learning because they consistently reflect on what they have learned within their outcome tracker by writing authentic (metacognitive) reflections that use the rubric language to defend their work.
- Educators assess the reflections and the evidence by conferencing with students.
- Students and Families are able to see the pace at which their student is meeting learning outcomes at all times by checking their outcome trackers. Advisors give progress reports three times each semester and a report card at the end of each semester.
- Personalization: students are treated as individuals with unique passions, talents, needs, goals, and learning styles. Because we evaluate students solely on their actual skill level, we have adopted many strategies, tools, and norms to help students become independent learners, critical thinkers, and problem solvers as well as organized students who grow in their ability to set and meet reasonable goals and to always challenge themselves. Therefore, we rely on a student's level of self-efficacy and level of proficiency in skills as well as student interest and motivation to determine decisions such as how much or little technology the student uses during class, seating arrangements, whether the student is allowed to create their own due dates or needs an advisor to set them, what type of assessment they are given to meet a particular skill etc. We use terms such as autonomy and restricted choice to help students understand that we personalize instruction based on specific need.

### **AGLA Grading Policy**

**We always focus our conversations around the learning, not the grades.** However, we also understand the importance of grades as an authentic representation of student progress. We have created a grading system that supports our goal in focusing on the learning rather than the letter grade.

Throughout each semester, we will use data and narratives to keep families updated on their children's current level of progress and areas of growth. At each progress report, we will inform families of the student's current progress using both a letter grade along with a narrative. At the end of each semester we will record the letter grade in PowerSchool. **The letter grade will be an authentic representation of what the student can do consistently and independently and in a variety of settings.**

<p><b>Foundational Outcomes</b> All students will work towards showing mastery on all foundational outcomes.</p> <p><b>Extension Outcomes</b> Extension Outcomes exist to foster growth for students who demonstrate the need for intellectually demanding opportunities beyond the scope and sequence of the course.</p> <p><b><u>Levels of Mastery for Outcomes:</u></b></p> <p><b>Advanced (A)</b> Student mastered content/skill with 95-100% consistency; they could apply it to new contexts and/or their evidence could be used as an advanced exemplar. They can show their skills independently, consistently and in a variety of settings. Their evidence exceeds the course expectations.</p> <p><b>Proficient (P)</b> Student has mastered their content/skill with 80-94% consistency; they can show their skill independently, consistently and in a variety of settings. Every aspect of proficiency on the rubric is met. Their evidence meets course expectations.</p> <p><b>Developing (D)</b> Student has mastered 70-79% of their content/skill. Their evidence reveals a minor gap to the course expectations.</p> <p><b>Emerging (E)</b> Student has mastered less than 69% of this skill. There is a significant gap between their evidence and the course expectations.</p>	<p><b><u>Final Grade Explanation:</u></b></p> <p><b>Grade A:</b> Student mastered all foundational outcomes with a combination of proficient and advanced scores and mastered agreed upon extension outcomes OR student mastered all foundational outcomes at an advanced level.</p> <p><b>Grade B:</b> Student mastered all foundational outcomes with a combination of proficient and advanced rubric scores and did not complete the agreed upon extension outcomes.</p> <p><b>Grade C:</b> Student mastered at least 70% of the foundational outcomes at the proficient level and will be able to access the next course successfully. Student evidence is likely a combination of proficient, developing and emerging rubric scores. Student reflections may be incomplete or absent.</p> <p><b>Grade D:</b> Student mastered less than 69% of the foundational outcomes and has not yet learned the skills to readily access the next course. This is likely a combination of emerging and developing rubric scores. In addition, reflections may be incomplete or absent.</p> <p><b>Grade F:</b> Student has not yet mastered 60% of the foundational outcomes and has not yet learned enough of the skills to move on to the next course. This is likely a combination of unattempted foundational learning outcomes, emerging and/or developing rubric scores. In addition, reflections may be incomplete or absent.</p>
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**Progress Reports**

Advisors will build school/family partnership throughout the year and ensure clear and consistent communication with families regarding student progress.

At the time of progress reporting, any student and their family will be informed of a possible C, In Progress, or Not Passing grade and reach out to the student and family to

create and implement a plan for success.

AGLA will have one official progress report at the quarter mark of each semester.

- PowerSchool Data: Advisors will record the letter grade with a comment drop-down which will be sent home to families.
- Student Created: Advisors will lead students through a reflective process around their progress over the quarter. Students will send home an approved email to families that includes their current grade and a reflection.

### **Standardized Testing**

As a public school, AGLA participates in state and federal assessments. The Summative Assessments are comprehensive end of year assessments of grade-level learning that measure progress toward college and career readiness. Each test, English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer adaptive test and (2) a performance task, administered within a 12-week window beginning at 66 percent of the instructional year for grades 3 through 8, or within in a 7-week window beginning at 80 percent of the instructional year for grade 11.

The Summative Assessments are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

### **Student Led Conferences**

- Student Led Conferences take place about 10 weeks into each semester. During these conferences, students will discuss their current performance level in each class, set behavioral/personal achievement goals, and set realistic goals for the rest of the semester.
- All students are required to attend.
- They will be required to present the process of learning--showing their work, their defenses, and answering questions on the choices they made.
- Families will be asked to inquire about their performance and celebrate their effort. The expectation is not that they 'teach' - but rather 'explain' the steps they took and the skills they developed.
- This is not a parent/ teacher conference as your child should have a solid understanding of their current progress, goals, and needs.
- Within their conference time, students should be showcasing their Mastery Learning Portfolio. They will be engaging in a rich conversation with their parents/guardians about the Mastery Learning Outcomes they have attempted and plan to attempt.
- Advisors will be on hand to assist and guide - but will not be able to conference. The goal with the SLC is for students to engage in a robust conversation about the process of learning.

### **Celebration of Learning**

- Students present their learning (examples of learning may include a project, a difficult problem they can solve in math, an essay, a presentation, etc.) to an authentic audience. The idea is to have students present the process of learning,

answer questions on the choices they made, and celebrate their individual and group effort. The expectation is not that they 'teach' - but rather 'explain' the steps they took and the skills they developed.

- Families may be the primary audience initially, but students understand that presenting to authentic audiences in the community is essential.

### **Supporting Student Achievement at Home**

Aveson recognizes the integral role academic support from home plays in the achievement of students. Aveson recommends that students receive ample opportunities outside of school in the areas of:

- **Literacy:** Reading a variety of texts to and with students has been demonstrated to foster vocabulary development, critical thinking and an appreciation for literacy.
- **Math:** Engaging in genuine and authentic conversations on how mathematical principles apply in everyday experiences (estimating driving time based on distance; modifying a recipe's serving size).
- **Effort:** Recent research underscores the role effort plays in academic achievement as well as student efficacy. Emphasizing effort over innate intellect has been demonstrated to have long-term positive effects on student achievement and perception of self. Telling a student, "I noticed that you tried to solve that problem even when you found it challenging" reminds students that academic success is strongly due to commitment, volition, and effort rather than inherent "smarts."



# Communication Policy

Our school saying is, “Go to the source.” Open communication is the foundation for a successful safe, respectful, and responsible school culture and climate. At Aveson, not only is open communication encouraged, it is welcomed, and appreciated. In order to continue growing as a school of leaders, it is imperative that all school stakeholders feel that they have a voice and know how to voice their concerns, questions, ideas, and appreciations. Aveson is constantly changing in order to meet the academic, social, and emotional needs of its students. In order to stay abreast of the dynamic school environment, it is crucial to be proactive in receiving and requesting information.

## How to Receive Information

- Read all emails sent from school
  - Advisors
  - ParentSquare
- Read all hard-copy information sent home with your child or sent via mail.
- If your child's advisor has a web page, blog, or other online workspace, check this resource frequently.
- Attend the beginning of the year Back-to-School Night.
- Attend the bi-annual Celebration of Learning events.
- Attend the evening Community Forum meetings.
- Attend the morning “Donuts and Danishes with the Director” meetings.
- Make an appointment with your child's advisor for a phone or in-person conference.
- Create a plan with your child's advisor to volunteer in the classroom.
- Send a written note with your child addressed to the appropriate person with whom you wish to communicate.

## How to Request Information

- Email your child's advisor.
- Send a note with your child addressed to the appropriate person with whom you wish to communicate.
- Make an appointment with your child's advisor for a phone, Zoom, or in-person conference.
- Call the school office to request an appointment with other school personnel

## School Messenger Telephone System

Aveson may use a telephone broadcast system that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation, or late start. The service may also be used from time-to-time to communicate general announcements or reminders.

## **How to Resolve a Complaint or Concern**

At times, parents or guardians may have a complaint or concern that they wish to voice. We welcome direct and swift communication in order to be most effective in helping to resolve the situation. Aveson believes that conflicts are best handled when taken directly to the person that the conflict involves (go to the source). In this way, the “middle-man” is avoided and communication does not get confused.

- Concerns, complaints, or questions regarding your student's academic and/or behavior progress should be addressed directly to your student's advisor.
- Concerns, complaints, or questions regarding school policies, procedures, or philosophies should be addressed to the site director.
- Concerns that cannot be adequately addressed with your student's advisor should be directed to the site director.
- You may email at any time or call the main office to set up a phone, Zoom, or in-person conference with the person with whom you need to speak with.

\*\*Please note, that in order to maintain the safety of all of our students, at no time may a parent or guardian approach or address another student regarding a concern that they may have. Concerns need to be brought to the appropriate school adult only.

# Drop-Off/Pick-Up Procedures

## **Morning Drop Off**

The east Altadena Dr. car line opens at 8:00 a.m. and closes at 8:30 a.m. After 8:30 a.m., please pull into the front lot for drop off and have your child report to the front office for a late slip.

## **After School Pick Up: Middle School**

Monday - Friday the east Altadena Dr. car line opens at 1:55 p.m. and closes at 2:30 p.m.

## **After School Pick Up: High School**

On Mondays the east Altadena Dr. car line opens at 1:55 p.m. and closes at 2:30 p.m. Tuesday - Friday, the carline opens at 3:20 p.m. and closes at 3:45 p.m. Please note, city traffic signs prohibit left turns entering and exiting AGLA campus.

## **Who May Pick-Up Your Student?**

Any parent/guardian or person listed on the student's emergency card may pick-up your child from school. If a person is picking up your student and they are NOT listed on the emergency card, a written notification expressing your permission with the specific dates of pick-up must be submitted to our Office Manager before your student will be released. In order to keep all of our students safe, there will be no exceptions to this policy.

## **Before School Supervision**

AGLA supervision for students begins at 8:10 a.m. Students may not be on campus prior to this time to ensure safety and proper supervision.

## **After School Supervision**

Students who are going to be picked up by a parent/guardian must do so at the conclusion of each school day. Students who walk or take public transportation must do so at the conclusion of each school day. There are no exceptions to this policy. Please help keep your child safe by respecting this policy and picking up your child on time.

# Safety Procedures, Policies and Protocols

## Disaster Preparedness

Aveson has a comprehensive disaster preparedness plan in order to maintain the safety of all persons on campus in the event of an emergency. Our disaster preparedness plan includes:

- California Education Code mandated monthly fire drills and thrice-yearly earthquake drills. During these drills all persons on campus practice safe “duck and cover” procedures in the case of an earthquake in conjunction with safe evacuation of building procedures.
- A yearly disaster drill in which all school personnel are assigned to a crisis response team and the entire school simulates a grave earthquake disaster.
- Purchasing and maintaining disaster preparedness supplies. These supplies include, but are not limited to: sanitation supplies, search and rescue supplies, first aid supplies, and food and water for up to three days.
- Monthly “lock-down” drills. During this drill, all persons on campus secure themselves in the event of an on-campus intruder.
- A designated safe location in the event that all persons on campus need to evacuate the school building. At Aveson Global Leadership Academy, this location is Loma Alta Park tennis courts, 670 West Loma Alta Drive, Altadena, CA 91001, (626) 794-8811.
- Providing all credentialed personnel with first aid and CPR certification courses.

In the event of a school or city/state-wide emergency, all persons on campus are mandated to follow the school's disaster preparedness plan and follow the directions of school personnel. Should students need to be picked-up, it is imperative that all guardians show their full cooperation when coming to pick-up their child. In order to keep all children safe, we ask all guardians coming to pick-up their child adhere to the following policies and procedures:

Aveson Global Leadership Academy will be located at Loma Alta Park tennis courts. No guardians will be allowed onto the tennis courts.

Students will be released only to guardians identified on the school emergency card, which is required to be filled out by guardians as part of the Enrollment Packet. A picture identification will be required to pick-up any student from campus. All guardians should consider the following criteria when authorizing another person to pick up their child:

- They are at least 18 years of age.
- They are usually home during the day, or can leave work easily.
- They could walk to the school campus, if necessary.
- They are known to the child.
- They are both aware of, and able to assume this responsibility.

The process of signing-out a student during a grave emergency may take time. We ask that all guardians maintain the integrity of the procedure by waiting patiently and out of the way of the flow of human and/or automobile traffic.

All guardians should impress upon their children the need for them to follow the directions of any school personnel in times of an emergency.

### **Signing-in and Signing-out Procedures for All Campus Visitors**

Any visitor, whether a child or adult, must enter campus through the main office doors. In order to keep all persons on campus safe, it is imperative that school personnel know who is on campus at any given time. Upon entering the front office, visitors should:

- Immediately commence the reason for the visit
- Show proper identification
- Wait at the front office until the visit has been cleared by AGLA personnel
- Sign the visitor's sign-in log with name/date/time and reason for visit
- Wear the visitor sticker in a prominent place on the body.
- Upon completion of the visit, all visitors must sign the sign-out log, return the visitor's sticker and exit through the front office doors.

These protocols must be adhered to even if a parent or guardian is on campus simply to pick their student up from school and would like to collect the student themselves. Children who are not enrolled at AGLA are not to be on campus unless prior approval from the Administrator or Designee.

All AGLA personnel reserve the right to question all visitors on campus to determine if they have signed-in properly, safely, and are engaging in the reason for their visit.

### **Medications**

If your child has a known medical condition that the school needs to be made aware of, please make sure to do the following:

- Fill out the necessary information on your student's emergency card (i.e., insulin dependent diabetic, ADHD and taking medication, Epi-Pen for allergic reaction to bee stings).
- Make sure to contact the Office Manager with pertinent details and information.
- Make sure to contact your child's advisor with pertinent details and information.
- Make sure your child's emergency card is up-to-date, accurate, and has several alternate contact numbers.

In order to protect the health safety of all persons on campus, no student will be allowed to personally carry or self-administer without supervision any prescription or over-the-counter medications.

All medication, whether prescription or over-the-counter, must be brought to the school's office and an accompanying form must be filled out. All medications will be monitored by the Office Manager. Your child will have supervised access to their medication at any time, per the instructions on the medication form.

### **Accidents**

It is Aveson's top priority to keep all persons on campus physically safe. The school environment is frequently assessed in order to provide a safe and secure campus for all persons. However, despite all precautions taken, students, staff, and/or visitors may become injured while on campus. In the unlikely event that a person should become injured while on campus, Aveson will take the following action steps:

- Using "Universal Precautions", provide any individual with appropriate first aid and/or
- CPR, including calling 911.
- Document all injuries occurring on campus on our injury log or accident report form.
- File appropriate injury claims with our insurance company.
- Contact the appropriate persons of the injured person if necessary.

If any person should become injured while on Aveson's campus, it is imperative that Aveson personnel be contacted immediately to report the injury.

### **Head Injury**

All minor or major head injuries will be reported to parent/guardian immediately.

### **Lost and Found Items**

Lost and found items are collected on a daily basis. It is highly encouraged that parents take time on a weekly or monthly basis to look through the lost and found items. Aveson donates all unclaimed items to a local shelter or Goodwill each month.

# Student Permission

At the beginning of each academic school year all parents or guardians are asked to fill out the "Student Permission" page included in the Welcome Packet. By initialing each permission section, parents or guardians *give* permission to have their child participate in certain school activities (such as internet, walking field trip, and senior off-campus lunch). It is very important for this page to be completed each school year so that Aveson personnel know which students may or may not participate in these school activities.

## Recording, Filming, Photography

In accordance with the above policy and California Education Code, in order to keep all students safe and to maintain the integrity of our students' privacy, it is imperative that no person on campus record, film, and/or photograph any student without the explicit written permission of each student's parent or guardian AND the permission of the school.

## Technology

### Acceptable Use Policy

The use of technology, including resources found on the World Wide Web, are an integral part of the teaching and learning at Aveson. In order to keep all students safe, all persons on campus who use computers to access the Internet must abide by the following regulations:

- Any use of school technology, including Internet access, must be school appropriate and must be in support of education and research, or school business.
- It is prohibited by law to download any copyrighted material, including, but not limited to: games, music, graphics, videos, or text materials.
- It is prohibited to access any newsgroups, links, listservs, social networking sites, blogs, pornographic content or other areas of cyberspace including those which may be offensive to any individual or group of individuals because of racial, ethnic, or minority disparagement, advocacy of violence, or illicit/illegal content.
- Plagiarism is unacceptable and is prohibited.

### Cell Phone and Electronic Devices

Pursuant to CA Ed Code Section 48901.5, which permits the governing board of each school district, or its designee, to regulate the possession of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, cell phones, pagers, iPods, tablets, and signaling equipment, by pupils of school districts while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees,

- Cell phones
  - Cell Phones must be kept off and stored in backpacks or at the front office once school begins
  - Cellphones are not allowed to be used by students at AGLA during school hours (MS- 8:30-2:15; HS- 8:30-3:30).

- Chromebooks/Laptops
  - Personal laptops are not allowed on the AGLA campus. Students will be assigned an Aveson chromebook for the current school year. If a chromebook is not assigned students will receive a loaner chromebook in each class that can be used to complete their work for that period. After class is over students will leave the chromebook and will receive another one in the next class.
- Headphones
  - Students may use headphones with permission only.

### **Walking Field Trips**

Throughout the school year advisors plan a number of walking field trips to locations near the campus. The trips are an outgrowth of learning activities and essential to the program at our school.

### **Off-Campus Lunch (12th Grade ONLY)**

Aveson seniors have the opportunity to leave campus for lunch with parent/guardian signed permission form. In order to maintain off-campus privileges, seniors must:

- Sign-out and Sign-in at the front office
- Arrive on time to the following period/block
- Follow AGLA's guidelines and state laws
- Leave all bags/backpacks on campus
- All items purchased must be finished before returning to campus

If any off-campus rules are broken, students' off-campus lunch privileges can be suspended at Aveson's discretion.



# Social, Emotional, and Physical Safety Policies

It is Aveson's top priority to keep all persons on Aveson's campus socially, emotionally, and physically safe at all times. Aveson will not tolerate any person being harassed or abused in any way. Working together, Aveson's directors and Student Support Coaches, will immediately and compassionately address any instance of child abuse, bullying, sexual harassment, hate crime or any other violation to one's social, emotional, or physical safety.

By law, Aveson Global Leadership Academy is a mandated child abuse reporting institution.

## AVESON CHARTER SCHOOLS ANTI-DISCRIMINATION, ANTI-HARASSMENT & ANTI-BULLYING POLICY

Aveson Charter Schools believes that all students, staff and visitors have a right to a safe, connected and healthy school environment free from discrimination, harassment, bullying and intimidation. Aveson values and celebrates all abilities, races, cultures, religions, countries of origin, sexual orientations, genders and languages. ***We understand and recognize that not all people are equally valued in our larger society. Aveson is committed to standing up for and taking action against all racist and discriminatory behaviors whether intentional or not.*** As such, we take our policies and safety very seriously. Behavior that infringes on the safety of any student, staff or visitor is prohibited and will not be tolerated.

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. All families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

### **Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy**

Aveson Charter Schools and community are committed to making their schools free from unlawful discrimination, harassment and bullying and providing equitable opportunities for all individuals in their community. ***Aveson Charter Schools will not tolerate any person being discriminated against, harassed or abused in any way.*** We stand against racism, hate and discrimination. We are a color-conscious organization and strive to talk about race openly and honestly. We are dedicated to working with staff and families to foster the growth of anti-racist children.

Any student who engages in discrimination, harassment or bullying of another student or anyone in the Aveson community may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination, harassment or bullying may be subject to disciplinary action up to and including dismissal from employment. Aveson will seek to prevent, correct and discipline behavior that violates this policy or any

other infringement to one's social, emotional, or physical safety. School response to violations may be informed by and in conjunction with appropriate law enforcement agencies.

This policy pertains to any instance of discrimination, harassment, or bullying that takes on campus, during an off-campus school event, or on any digital platform (email, Zoom, text, Google docs, etc).

**Aveson's Expectations:**

Aveson expects all persons to contribute to a safe learning environment for all students, staff and visitors. Aveson, its students and the community have an obligation to promote mutual respect, understanding, and acceptance. A student will not intimidate, harass, or bully another student through words or actions, whether on the physical school site campus, during an off-site school-sponsored event or by means of an electronic act. Any person (student, staff member, volunteer, visitor) who commits an act of discrimination, harassment or bullying is in violation of this policy.

We expect all persons to adhere to and strive for self-efficacious behavior that follows our ***School Family Agreement*** and our ***Guiding Principles*** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director and hold them accountable for implementation of this policy.

All staff are expected to immediately intervene when they see an act of discrimination, harassment or bullying or upon receipt of any report of discrimination, harassment or bullying. Staff are expected to immediately report these incidents to the Site Director/Principal. People witnessing or experiencing discrimination, harassment or bullying are encouraged to report the incident to their Advisor or the Site Director/Principal as soon as possible. Any member of the Aveson community may make an anonymous report of discrimination, harassment or bullying and Aveson strictly prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Anonymous reports can be made by filling out our electronic reporting form. This form does not record email addresses and once filled out will be submitted to the Site Director/Principal. To make an anonymous report of discrimination, harassment or bullying, use the following link:

### **Discrimination**

- **Definition:** Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, religion or personal sexual identification; denying any student or staff, of any personal, professional growth opportunities: as well as any opportunities for advancement, on the bases of race, religion, sex, sexual orientation or identification. This includes discrimination that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of discrimination are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
  - Student Tina has asked others to use the pronoun “he”. A fellow student refuses to and keeps referring to Tina as “she” saying that Tina is a “girl” and should be called “she”.
  - Todd was discouraged by their school counselor when applying to college. When Todd said he wanted to apply for an Ivy League college, the counselor said, “ Don’t waste your time. They don’t accept African-Americans”.
  - Jared is Muslim. He informs his advisor that he prays 5 times daily as part of his religion and asks his advisor if he could use his free class time to pray. The advisor denied Jared’s request to pray.

### **Harassment/Sexual Harassment**

- **Definition:** Harassment is written, verbal or physical behavior that demeans, humiliates, embarrasses or any kind of ongoing torment towards a person. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This includes harassment that occurs in virtual, internet based or on-line settings.

#### **Sexual Harassment?**

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, physical or virtual conduct of a sexual nature, when:

- **Examples:** The following examples of harassment and sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
  - While walking to lunch each day, John gets nudged on the shoulder by the same student. The student whispers that John’s skin is too black.
  - A group of students pass by Joanne at recess each day and whistle at her. Sometimes they tell her she looks “pretty” or “ slutty” depending on what she is wearing.

- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

## **Bullying**

- **Definition:** Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing that has or can be reasonably predicted to have the effect of causing fear for one's person or property, causing detrimental effects to one's physical or mental health, causing interference with one's academic performance and/or causing one's substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school. This includes bullying that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of bullying are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
  - Sam is afraid to walk home from school. Every so often, another student waits for them and threatens to punch him if Sam doesn't do things for them at school, like steal the teacher's computer passwords.
  - Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
  - Shelly tells her friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

## **Reporting Discrimination, Harassment and Bullying:**

The following actions will be taken when discriminatory, harassing or bullying incidents are reported at Aveson:

### **Notify:**

Upon receipt of any report of discrimination, harassment or bullying an appropriate Aveson staff member, including, but not limited to a Director, Student Support Team member and/or an advisor, will direct an immediate investigation.

### **Investigate:**

An investigation will take place and will include interviewing the alleged perpetrator(s) and victims(s), identified witnesses, advisor(s) and staff members. Parents/guardians will be notified after the conclusion of the investigation by a Director or Student Support Staff member.

All reports and incidents will be documented in Aveson's student information system and will be kept strictly confidential. The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects

the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

### **Action**

Students who violate Aveson's policies on discrimination, harassment and bullying may be subject to progressive interventions and/or disciplinary actions, leading up to and including suspension and expulsion from Aveson Charter Schools. Aveson's disciplinary actions adhere to ***Aveson's Discipline Philosophy*** (see link below) which follow age-appropriate and developmental procedures, ensuring that teaching, learning and restorative practices guide the actions taken.

### **Follow-up**

Aveson will continue to support the accused and the victim(s) after the incident has occurred in order to support on-going learning, growth and prevention of future incidents of discrimination, harassment and bullying. For example:

- Restorative conversations
- Weekly check-ins with students and/or families involved
- Role Plays
- Restorative projects
- Explicit and direct instruction on discrimination, harassment or bullying

If the processes by which Aveson took to notify, investigate, act and follow-up on any incident of discrimination, harassment or bullying were not conducted with integrity to this policy, any Aveson community member may reach out to the Director and/or the Aveson School Board.

### **Supporting Documents:**

- [Aveson's Guiding Principles](#)
- [AGLA School Family Agreement](#)
- [Discrimination, Harassment & Bullying Anonymous Reporting Form](#)
- [AGLA's Charter Renewal 2016](#) (see pp 60-78, Suspension & Expulsion Procedures)

## **Student Support: Discipline Philosophy, Policies, and Procedures**

### **Aveson's Discipline Philosophy**

At Aveson, we strongly believe that in order to maintain and preserve the integrity of Aveson's culture and climate so that the goals of personalized learning, social leadership and healthy living can be realized, children must be guided in their social, emotional, and behavior development in conjunction with their academic development.

## **Student Support versus Student Management**

At Aveson, we think about discipline in a fundamentally different way. We believe that students' social, emotional, and behavior development needs to be supported and guided through teaching, modeling, shaping, and prompting in order to foster the potential for lasting change. At the foundation of this belief is the idea of discovering why students are or become socially, emotionally, and/or behaviorally challenged. When we are able to identify why students are challenged, we can then work with the student to create proactive behavior support plans that will ultimately teach the student how to identify their "triggers," self-regulate their emotions, and give the skills the student requires in order to meet their needs in alternative, or more constructive ways.

Therefore, at Aveson, not only do we support students in their academic development, we strive to dedicate as much time, energy, and care in the support of all students' social, emotional, and behavior development as part of building a positive culture and climate.

## **AGLA Behavior Referral Process**

A process where student behavior is referred to Student Support Coaches due to incident being Tier 1, Tier 2 or Tier 3. Advisor will fill out a referral stating what happened and will be turned into the front office. SSC's will then follow up with all parties involved and if necessary will contact parents as well. A restorative conversation will take place with the student and Advisor or other involved parties.

## **Plagiarism Policy**

### **Instances of Plagiarism**

- |                  |  |
|------------------|--|
| First Incident:  | Conversation with student and advisor and email or phone call home informing the family. |
| Second Incident: | Conversation with student and advisor and parent. Assignment resubmission.               |
| Third Incident:  | Meeting with student, parent/guardians, and site director/principal.                     |

### **Missing Citations of Sources**

- |                  |  |
|------------------|--|
| First Incident:  | Additional instruction on citation of sources.   |
| Second Incident: | Conversation with student and advisor and email or phone call home informing the family. |
| Third Incident:  | Conversation with student and advisor and parent. Assignment resubmission.               |
| Fourth Incident: | Meeting with student, parent/guardians, and site director/principal.                     |

### **Student Support Coach (SSC)**

At Aveson, because the social, emotional, and behavior development of students is valued and explicitly taught in conjunction with a student's academic development, Aveson created the role of Student Support Coach (SSC) to specifically support this program. The role of the SSC is to support all students in their social, emotional, and behavior development, in addition to supporting all advisors in the development of their classroom behavior support plans. The SSC supports all Tier 1, 2, and 3 students. Using the Response to Intervention philosophy, the SSC in conjunction with the student, their family and their advisor determines the best course of action to best support each student.

### **In-house / Classroom Suspensions**

Not to be used lightly or regularly, and depending on the severity of a student's needs, and/or the progression of a student's behavior, a student may be suspended from their classroom and be given an in-house (on campus) suspension for an amount of time determined by designated administrator. A student's home adult(s) will be made aware of this option if it looks like a student's behavior may progress to this point. In addition, the first place of suspension for the student would be with the team-advisor's class and the student would need to be provided with the class assignments or a reasonable alternative to work on while under suspension. All suspensions would be supported by the school counselor, SSC and/or advisor to process the situation with the student.

### **Home Adult(s) Conference**

The SSC may decide to conference with the student's home-adult via phone, email, or in person. However, after working with a student, the SSC may decide to have the student's primary advisor conference with the student's home adult(s) regarding the student's behavior.

### **California Education Code Suspension / Expulsions**

If a student's behavior violates the California Education Code, Aveson always has the right to formally suspend and/or expel a student. However, Aveson will invoke this right as a last resort if:

- All other methods of supporting the student have proven unsuccessful.
- The severity of the student's behavior warrants a formal suspension or expulsion.

### **Recommendations**

Depending on the student and the severity and/or frequency of the student's behavior, the SSC may make the following recommendations:

- **Student Behavior Plan:** A behavior plan is a weekly contract between the student, home adult(s), and advisor that focuses on 1-3 targeted goals for the student to work on. The goals are created by all stakeholders (most importantly the student) and each day or at the end of each week, the student works with the advisor to reflect on the behavior goals. The student and advisor each "grade" the

student's progress towards the goals and this progress is communicated to the home adult(s) on a weekly basis. The successful progress toward each goal may or may not include an extrinsic reward/consequence as motivation. The goal is to help the student self-monitor their behavior and work towards eliminating the behavior plan altogether.

- **Multi-tiered System of Supports (MTSS):** If the student, after many modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to activate the MTSS process for the student. An MTSS is a meeting where involved stakeholders join together in examining the student's strengths and challenges and to discuss strategies and solutions to address their academic and/or behavioral needs in order to help the student improve their educational experience.
- **Tiered Designation:** If the student, after being provided modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to refer the student for Tier 2 or Tier 3 support. The tiered system of identifying students is part of Aveson's discipline and academic philosophies of **Response to Intervention (RtI)**. RtI is a series of steps taken when a student has been identified as struggling academically and/or behaviorally in the classroom setting. The following are additional action steps the SSC may take under the Tier 2 or 3 designation.
  - Referral to the MTSS
  - Assign Adult Mentor
  - Increased Parental Involvement (including shadowing the student at school)
  - Behavior Plan
  - Pull-out/change of environment
  - Counseling and/or Social Skills Referral
  - Home Visits
  - California Education Code suspensions/expulsions
  - Positive Reinforcement Incentives





## Student / Staff / Community Culture and Climate Agreement

### Student/Staff/Community RISE Agreement

	<b>R</b> Responsibility	<b>I</b> Integrity	<b>S</b> Safety	<b>E</b> Equity
<b>Class</b>	<b>Make every decision while you are in the classroom based on what will make you the most successful.</b> When identifying problems, offer strategies and solutions.	<b>Create realistic timelines and set realistic goals for yourself. Ask for help as soon as you realize you are stuck or confused.</b> Our growth together requires us to grow individually.	<b>Treat adults, peers, and space with respect and thoughtfulness.</b> How you say it is as important as what you say.	<b>Protect everyone's learning environment by staying focused on what you are working on.</b> Everyone's time is valuable.
<b>Restroom</b>	<b>Use the toilet, urinal, sink and towels respectfully.</b> Integrity is everything.	<b>Politely knock on the door.</b> Your commitment is to make others around you successful.	<b>Only one person in the restroom.</b> When identifying problems, offer strategies and solutions.	<b>Wait patiently if the restroom is in use.</b> Everyone's time is valuable.
<b>Front Office</b>	<b>Inside voices.</b> Your commitment is to make others around you successful.	<b>Appropriate and respectful language and body movements.</b> How you say it is as important as what you say.	<b>Be patient and polite.</b> Everyone's time is valuable.	<b>Ask permission before using office equipment and supplies.</b> There is no such thing as too much truth.
<b>MPR/Cafe</b>	<b>Inside voices.</b> How you say it is as important as what you say.	<b>Pick up after yourself.</b> Integrity is everything.	<b>Keep all appropriate physical play activities outside.</b> When identifying problems, offer strategies and solutions.	<b>Remind others to clean their area.</b> Our growth together requires us to grow individually.
<b>Outdoor Space</b>	<b>Appropriate and respectful language and body movements.</b> How you say it is as important as what you say.	<b>Keep campus clean by picking up your mess and reminding others to do the same.</b> Our growth together requires us to grow individually.	<b>Use all play equipment how it is supposed to be used.</b> Your commitment is to make others around you successful.	<b>Play equipment is to be shared by all. Include others.</b> When identifying problems, offer strategies and solutions.
<b>Stairways</b>	<b>Keep the stairs clean and clutter free. Report damage and spills to the front office.</b> When identifying problems, offer strategies and solutions.	<b>Model good behavior for others on the stairs. Remind others to use RISE.</b> Your commitment is to make others around you successful.	<b>Walk on one side and keep going until you reach the top/bottom. Walk safely, always stay inside the railing.</b> Our growth together requires us to grow individually.	<b>Allow room for other people to pass on the stairs.</b> Integrity is everything.
<b>Hallways</b>	<b>Inside voices.</b> How you say it is as important as what you say.	<b>Appropriate and respectful language and conversations.</b> Integrity is everything.	<b>Keep all appropriate physical play activities outside.</b> Your commitment is to make others around you successful.	<b>Walk/stand on the right side to allow others to pass.</b> Our growth together requires us to grow individually.

## Body-Positive Student Dress Code

### Dress Code Philosophy:

Historically dress codes have been written and enforced in ways that disproportionately impact girls, students of color and gender expansive students.

Aveson Global Leadership Academy's student dress code supports equitable, educational access and is written in a manner that does not reinforce stereotypes.

A school dress code is only as effective and fair as its enforcement.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

### Our values are:

- All students and staff are responsible for managing their own personal focus without regulating other individuals' clothing/self expression.
  - This is in contrast to many dress codes which use unacceptable language to single females out. For example,
    - "dress and general appearance should not be such that it draws undesirable attention to the student, nor should dress and appearance detract or interfere with teaching and learning in the classroom and on the campus" (PUSD).
    - "clothing that draws undue attention to the wearer" PUSD)
- All students are able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement will not result in unnecessary barriers to school attendance.
- School staff will be trained and able to use student/body-positive language to explain the code and to address code violations.
- Advisors will focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline will be minimized whenever possible.

### Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance,

- household income or body type/size.
- Allow students to wear:
  - clothing of their choice that is comfortable
  - clothing that expresses their self-identified gender
  - religious attire without fear of discipline or discrimination
- Prevent students from wearing clothing or accessories
  - with offensive images or language, including profanity, hate speech, and pornography
  - that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities
  - that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights
  - that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent unlawful action, defamatory speech, or threats to others or that could be construed as discriminatory

### **Dress Code**

Aveson Global Leadership Academy expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect Aveson Charter School's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school staff is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

#### **1. Basic Principle: Certain body parts must be covered for all students at all times.**

Clothes must be worn in a way such that genitals, buttocks, nipples are fully covered with opaque fabric. **All items listed in the "must wear" and "may wear" categories below must meet this basic principle.**

2. **Students Must Wear\***, while following the basic principle of Section 1 above:

- A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/shorts or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or jeans), **AND**
- **Shoes.**

*\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but will not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).*

3. **Students May Wear**, as long as these items do not violate Section 1 above:

- Hats, which must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face must be visible to school staff).
- Clothing which communicates a political or religious message (for example, U.S. involvement in a war, endorsing or criticizing a particular politician, or in support or opposition of a social issue)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas, athletic attire
- Ripped jeans or baggy pants, as long as underwear or buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. **Students Cannot Wear**:

- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
  - Violent language or images.
  - “Indecent, obscene, or lewd” messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography.
  - Accessories that could be considered dangerous or could be used as a weapon.
  - Any item that obscures the face (except as a religious observance).
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).

## 5. **Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- The dress code will be clearly communicated to students in the handbook, during an

introductory assembly, in advisory through discussions and activities.

- No student will be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.
- School staff shall enforce the school's dress code equitably for all students, (for example, female students, students of color, transgender students and gender nonconforming students are not subject to stricter enforcement than other students).
- Students will never be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
  - kneeling or bending over to check attire fit or measuring straps or skirt length;
  - asking students to account for their attire in the classroom or in hallways in front of others;
  - calling out students in public spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
  - accusing students of "distracting" other students with their clothing.

Students will be discreetly asked to step out of spaces, hallways, or classrooms by staff (Director or SSC) and asked to change their clothing before returning to class ONLY when their clothing:

- reveals genitals, buttocks, or nipples
- includes images, language, or items that create a hostile or intimidating environment
  - includes violent language or images
  - includes "indecent, obscene, or lewd" messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography
  - includes items that could be considered dangerous or could be used as a weapon
  - obscures the face (except as a religious observance)

In this case, students will have the following options:

- Change into alternative clothing (or alter clothing such as by turning clothing inside out or covering clothing with a sticker or tape) for the remainder of the day
- Change into temporary school clothing for the remainder of the day
- Ask parent/guardian to bring alternative clothing to wear for the remainder of the day

In all other situations, a staff member will speak to the student privately without disrupting instructional minutes to the student (not during class time). The staff member will request that the student choose one of the following options:

- Change into alternative clothing (or alter clothing such as by turning clothing inside out or covering clothing with a sticker or tape) for the remainder of the day
- Change into temporary school clothing for the remainder of the day
- Ask parent/guardian to bring alternative clothing to wear for the remainder of the day

If the student chooses not to, the student will continue their school day without disruption. The staff member will communicate with the student's parent/guardian and support staff for next steps.

Next steps will likely be a phone call to family and a follow up conversation with the student. The goal will remain to educate the student about the need for the specific part of the dress code that needs to be followed, including the rationale.

If the student habitually does not meet the requirements of the dress code, a team meeting will be held with the student, a family member and support staff with the goal of education and adherence to the policy.

\*Enforcement will be consistent with a school's overall discipline plan. Failure to comply with the student dress code will be enforced consistently with comparable behavior and conduct violations, including access to a student advocate and appeals process.

\*Students who feel they have been subject to discriminatory enforcement of the dress code should contact any trusted adult on or off of campus (support staff members such as the Student Support Coach, Executive Director, Director, or School Counselor are ready to listen and respond).

## **Attendance**

School attendance is vital if a child is to achieve full potential. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. As the new year begins, we urge you to make an effort to ensure that your child attends school **EVERY DAY**. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truancies.

According to California Education Code Section 48260, a pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be referred to Aveson's Student Attendance Review Team (SART).

## **Excused Absences - E.C. 48205**

1. Due to illness.
2. Due to quarantine under the direction of a county or city health officer

3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  - a. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
  - b. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
  - d. "Immediate family," as used in this section, has the same meaning as set forth in

Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory

completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### **Unexcused Absences**

Any absence for reason other than those listed as EXCUSED ABSENCES are unexcused. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truanancies.

### **Truancy**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy/absent for 30 or more minutes during the school day, or any combination thereof in one school year, is truant and shall be reported to the attendance supervisor or to the superintendent of the school district [Education Code 48260 (a)]. Upon a pupil's initial classification as truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

### **Reporting Absences and Tardies**

It is the responsibility of the parent or guardian to contact AGLA's office before 10 a.m. if their child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above. Acceptable written verification includes:

- A note or email (email: [agla-attendance@aveson.org](mailto:agla-attendance@aveson.org)) from the parent or guardian (for illness less than three days).
- The doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment).
- Court documents, etc.



In addition, if a student is absent for three or more consecutive days, the student will need a release from their physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in.

### **Excessive Absences and Tardies**

Excessive absences and tardies severely impact the social, emotional, behavioral, and academic development of students. It is Aveson's belief that students with excessive absences and tardies need immediate intervention and support in order to positively and constructively change the absence and/or tardy behavior. Whether the absences/tardies are excused or not, students with excessive absences and/or tardies will first be referred to Aveson's Student Attendance Review Team (SART) to review the student's attendance and develop a plan to support the students success.

### **Short-Term Independent Study Contracts**

If your child will be absent from school for more than two days with a valid excuse (as per California Education Code specifications), you must contact your child's advisor as soon as you are aware of the absence in order to develop an independent study contract for your student. The contract will outline the assignments and/or projects that your child is responsible for during their absence. As the guardian of the student, it is your responsibility to ensure that your child maintains their educational integrity even in times of school absence.

# Student Support: Specialized Academic Instruction and Student Study Teams

## **Aveson's Special Education Program**

Aveson's unique student population consists of diverse learners. Due to our philosophy of personalized learning, we believe that each student at Aveson deserves to receive the right instruction, from the right person, at the right time. Using the Response to Intervention model, most students will thrive and achieve academic success within the core academic program, while some students will need specialized academic instruction through special education in order to fully access the core curriculum.

Aveson is committed to helping every student become academically and globally competent in order to maximize their full potential as 21st Century citizens. This commitment acknowledges that some students may receive additional support at Aveson through special education or a 504 Plan.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA). Like all public schools in the United States, Aveson adheres to "Child Find," which has the purpose of identifying, locating, and evaluating children and youth ages 3 to 22 years of age who are suspected of having a disability or developmental delay. This is done in order to provide appropriate special education services under the law. A referral may be made by a parent or any person concerned about a child. Parent involvement and agreement is obtained prior to further action. Information is confidential and the privacy of children and parents is protected.

The Individuals with Disabilities Act (IDEA) defines special education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability." Students who qualify for special education have an Individualized Education Program (IEP).

An IEP is developed to ensure that a child who has a disability identified under education law and is attending an elementary or secondary educational institution receives the appropriate specialized instruction and/or related services to access their learning. A student must be evaluated by an educational institution and identified as eligible for special education programs and related services to receive an IEP.

Section 504, part of the Americans with Disabilities Act (ADA), is an anti-discrimination, civil rights statute requiring the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. A 504 Plan is developed to ensure that a child with a disability attending an elementary or secondary school receives accommodations to ensure their academic access to the learning environment.

Since we believe all students, no matter their particular academic, social-emotional, or behavioral challenge, learn and thrive together within the same classroom, we have

adopted an “inclusive” philosophy. This means students who qualify for special education services are in the general education classrooms to the maximum extent possible.

### **Response to Intervention (RtI)**

Response to Intervention (RtI) is a three tiered model (detailed below). The approach identifies the 80% of students who are successful within the core academic and behavioral systems in place as Tier 1. Approximately 10-15% of students will be challenged by the core program and will need strategic Tier 2 interventions. Still, 5-10% of students require Tier 3 intensive intervention in order to be successful within the school setting. RtI helps advisors identify struggling students more accurately.

Aveson strongly believes that the key to a student's academic success is in understanding and truly knowing each student. Advisors come to know students through careful observation during whole group, small group, and one-on-one instruction. In addition, advisors use formal and informal academic assessments with all students on an on-going basis to gather data-driven information, which compliments observational information. In this way, advisors are constantly aware of which students may need extra support.

A series of steps are taken above and beyond the core program when a student has been identified as struggling academically and/or behaviorally, and RtI is provided with interventions, accommodations, targeted instruction and progress monitoring to help a student be successful within the core program. For most students, this process of careful observation, assessment, and intervention are all that is needed to get the student back on track.

#### **Tier 1 – Core Program: Supports for All Students**

At Aveson, advisor's core behavior support programs are developed using an advisory-based model. This focuses on an all encompassing social, cognitive, and behavioral approach with students. The core behavior support program centers around being proactive rather than reactive in order to build a positive culture and climate within the classroom. Classroom behavior support systems are fair, consistent, realistic, and caring.

The foundation of Aveson's Tier 1 core behavior and academic support program consists of the following:

1. Evidence-based Curricular Resources for math, literacy, and projects.
2. Use of Aveson created, literature-based social, emotional, and behavior curriculum during advisory in order to explore Aveson's eight Guiding Principles, emotions, conflict-resolution, and differences.
3. Explicit instruction about and how to engage in self-efficacious behavior. The Aveson model requires students to work successfully in groups and independently. Self-efficacy is evidenced by a student using and believing “I can...” statements. For example:
  - I can work well with others.

- I can work on my own.
- I can find the help I need to be successful.
- I can use my words to help me solve problems.

### **Tier 2 - Strategic Intervention Program: Additional Support for Some Students**

Tier 2 supports are for students who are challenged by the core behavior and/or academic expectations of our program. An advisor will designate a student as needing Tier 2 support if they have used their core support program and are observing the student's growth being hindered. Tier 2 supports may include:

- Referral to the School Counselor.
- Development of attainable academic or behavioral goals with defined support and monitoring progress.
- Small group or 1:1 academic intervention.
- Behavior modification plan/contract.
- School-based Counseling
- Possible recommendation for MTSS (Multi Tiered System of Supports Team) and/or Tier 3 designation.

### **Tier 3 - Intensive Intervention Program**

Tier 3 supports are designed for students who require more intensive academic and/or behavioral supports than provided in Tier 1 and 2. The MTSS team determines Tier 3 support once Tier 2 supports do not result in expected academic or behavioral progress over allotted time frame. In addition to Tier 2 supports, a student receiving Tier 3 support may receive:

- More frequent and longer in duration small group or 1:1 academic intervention.
- Possible referral for Special Education Evaluation

### **Multi Tiered Systems of Support (MTSS)**

When a student is not responding successfully to the core academic and/or behavioral program it may be beneficial to activate the Multi Tiered Systems of Support (MTSS) process for the student. An MTSS team meeting involves stakeholders (advisors, parents/guardians, and other school personnel) joining together to recognize the student's strengths and examining challenges. The primary purpose is to discuss strategies and solutions that address academic and/or behavioral needs in order to improve the student's educational experience.

### **Activating the MTSS Process**

The MTSS process can be activated by either a student's advisor or the student's parent/guardian. Regardless of who initiates the process, the procedures are the same. The following steps should be taken to activate the MTSS:

- Contact the MTSS Coordinator to request an MTSS.
- Gather detailed evidence of interventions tried and relevant home history

After the results of interventions have been documented, an MTSS meeting will be scheduled. At this meeting, the MTSS Coordinator will facilitate conversations between the advisors, the parents/guardians, and any other pertinent personnel invested in the student's success to identify interventions that have been tried, deliberate as to why they have been unsuccessful, and determine the next course of action to help the student.

### **MTSS Process Outcomes**

Due to the fact that every student is different, all MTSS outcomes will be unique to the particular student. However, in general, the outcomes of the MTSS process for a student might include one or more of the following:

- If the MTSS interventions prove to be successful and the student returns to the core academic program, the MTSS process may conclude. The advisor would continue using effective interventions to maintain student success.
- Extend the MTSS process which will include scheduling additional meetings to allow additional data to be gathered through the intervention process.
- If the MTSS interventions prove to be unsuccessful and all possible interventions have been tried, a student may be referred for a psychoeducational evaluation through Aveson's special education program. Testing referrals are not made lightly and the team must truly feel that a student would benefit from the additional information this testing provides.

### **Special Education Psychoeducational Evaluation Outcomes**

Special Education stakeholders will meet with parents to determine which assessments should be conducted for the student. An Assessment Plan will be generated and provided to the parent within 15 days of receipt of referral.

Once the parent/guardian signed consent to the Assessment Plan is received at Aveson, the assessment process will begin. Aveson is mandated by law to conclude assessments and hold an IEP team meeting within 60 days. Assessment is a lengthy process and will require extensive student and parent/guardian participation. The following is a general outline for this process:

- Professionals indicated on the Assessment Plan will observe the student in a variety of school settings and collect specific data about the students ability and school performance
- Once assessment data is collected and analyzed reports are written in preparation for the IEP team meeting.
- A nurse will conduct a hearing and vision screening and collect data from the parents regarding the student's current health status.
- At least 10 days before the proposed date, Aveson will schedule an initial Individual Educational Program (IEP) meeting to include the School Psychologist, a General Education Advisor, the assessing Inclusion Specialist, any other specialists who assessed the student, an Aveson Administrator, and the student's parents/guardians.

- Aveson facilitates this meeting to share the findings within the reports, where it is determined if the student is eligible for special education
  - If the student meets eligibility for a disability under Individuals with Disabilities Education Act (IDEA) an offer of FAPE (Free and Appropriate, Public Education) will be made by Aveson, and if the parent/guardian consents to the recommendations and the IEP, the student will be placed in special education and the IEP will become active.
  - If the student does not meet eligibility for a disability under IDEA, the student will not be placed in special education nor receive an IEP. If this is the case, the team may decide to continue with the MTSS process or place the student on a 504 plan.

### **Individual Educational Program (IEP)**

The Individuals with Disabilities Act (IDEA) defines Special Education as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.” Students who qualify for special education have an Individualized Education Plan (IEP).

The IEP is developed to ensure that a child who has a disability identified under education law and is attending an elementary or secondary educational institution receives specialized instruction and/or related services. A student must be evaluated by an educational institution and identified as eligible for special education programs and related services to receive an IEP.

### **What’s the IEP’s purpose?**

The IEP has two general purposes: to set reasonable learning goals for a child, and to state the services that the school district will provide for the child.

### **Who develops the IEP?**

The IEP is developed by a team of individuals that includes, but is not limited to: a school administrator, a general education teacher, a special education teacher and the parents. The team meets, reviews assessment information available about the child, and designs an educational program to address the child’s educational needs that result from their disability.

### **When is the IEP developed?**

An IEP team meeting must be scheduled within 60 days of a parent consented Assessment Plan being received by the assessing school. An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and is eligible for special education and related services. A child’s IEP must also be reviewed at least annually thereafter to determine whether the accommodations and modification are being effective, and annual goals are being achieved. Revisions to the IEP are made as deemed appropriate.

## **What's in an IEP?**

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- The child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects their involvement and progress in the general curriculum.
- Annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year.
- The special education and related services to be provided to the child, including
- supplementary aids and services (such as a communication device) and changes to the program or supports from school personnel.
- How much of the school day the child will be educated separately from non-disabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs.
- How (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs.
- When services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the child's progress toward the annual goals.

## **Aveson's Special Education Local Plan Area (SELPA), Inclusion Specialist, and Specialized Academic Instructors**

Aveson employs the Desert Mountain Charter Special Education Local Plan Area (DMSELPA). A SELPA is a consortium of school districts that serve the common needs of their students. Belonging to the DMSELPA allows Aveson to control the budget and human resources of its Special Education (Sped) Program. Maintaining our own Sped program allows us to have:

- More staff.
- Higher quality staff.
- Reduced impact on the general budget.
- A full inclusion model with Response to Intervention at its core.

Aveson's Sped program is run and facilitated by Aveson's Director of Special Education. Aveson Charter Schools and the Director of Special Education consults with DMSELPA for specialized trainings for staff on special education compliance and program components. The Inclusion Specialist works closely with the Sped consultant to manage all IEPs, facilitate all IEP meetings, train and closely guide all Specialized Academic Instructors, and works one-one-one or in small groups with students with IEPs.

On average, every two classrooms at Aveson have a Specialized Academic Instructor. These staff members are responsible for supporting the classroom advisor with students who have MTSSs, IEPs or 504 plans.

## **504 Plans**

Section 504 is a part of the Americans with Disabilities Act (ADA) that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. The 504 Plan is a plan developed to ensure that a child who has a disability and attending an elementary or secondary school receives accommodations that will ensure their academic success and access to the learning environment.

If your child doesn't qualify for an IEP (Individualized Education Program) but has a diagnosis or a recognized condition that still requires some accommodations and modifications to fully participate in the classroom, your student's MTSS may recommend a 504 plan. The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to participate freely; like the Americans with Disabilities Act, it seeks to level the playing field so that those students can safely pursue the same opportunities as everyone else. An IEP, which falls under the Individuals with Disabilities Education Act, is designed to provide educational services. Students eligible for an Individualized Education Program, represent a small subset of all students with disabilities. They generally require more than a level playing field – they require significant remediation and assistance, and are more likely to work on their own level at their own pace even in an inclusive classroom. Only certain classifications of disability are eligible for an IEP, and students who do not meet those classifications, but still require some assistance to be able to participate fully in school could be candidates for a 504 plan.

Remember, Aveson's goal is to provide each student with the right instruction, given by the right person, given at the right time. We are committed to finding the best course of action to ensure the academic, social-emotional, and behavioral success of all of our students.

If you have any questions or concerns about Aveson's Special Education Program, please do not hesitate to contact Aveson's Special Education Director.



# Events, Activities & Programs

## **Student Led Conference (SLC)**

Student led conferences are designed for students to discuss their current performance level and set realistic goals for the remainder of the semester. The benefits of Student Led Conferences are numerous. Aveson students participate in SLCs in order to foster communication skills, promote executive functioning skills such as planning, organizing, managing time, increase self-efficacy, and think metacognitively.

## **ACIS Progress Meetings**

For middle school students enrolled in the Aveson Center for Independent Study, parents take on the role of home educators and are closely involved in monitoring their scholars' progress on a daily basis. As such, ACIS scholars do not participate in student led conferences in the same way as their AGLA peers. Instead, within every 25 school days, ACIS scholars and home educators attend a progress meeting with their advisors to collaborate on academic goal setting and planning of assignments.

## **Celebration of Learning (COL)**

Student achievement is showcased several times a year through COL. During COL, students lead demonstrations of recently acquired skills, present projects, as well as share progress towards established goals. Family members are invited to participate as the audience for their student.

## **Monthly Connections Meeting with Site Director/Principal**

On a monthly basis, a morning chat session is scheduled to promote open communication and collaboration between Aveson and our community. In most cases the forum serves as an open dialogue with Q&A. These sessions are facilitated by AGLA's Site Director/Principal.

## **Community Forums**

Three forums are scheduled each year for each school. This is an opportunity for parents to join advisors and staff in conversations about successes and challenges in the recent period. An agenda is made available prior to the meeting to discuss upcoming events, LCAP progress/updates, etc. This is a great opportunity for problem solving, community building and rejuvenation in a student-free environment.

## **Community Days**

During Community Days, students from ASL (K-5) and AGLA (6-12) gather together in "villages" that include students from each grade level. Each village is led by an advisor who is not the primary advisor for any of the students assigned to their village. Community Days each have a different theme, but the main element is for students of all ages to work together on common activities that reflect Aveson values. Villages eat lunch together and join together in an outside activity. Each Community Day is organized and led by a rotating team of 3 or 4 advisors. Students stay with the same village for a whole year and form bonds outside of their regular advisory groups and their same-age cadres. Parent volunteers are needed and welcome during Community Days.

## **Field Trips**

Field trips are often financially dependent on parent contributions. Class field trips are selected and planned by the advisor to enrich the students' experience of a particular aspect of curriculum. Each advisor is given freedom to choose trips that they find most appropriate to supplement their classroom activities. Although the classroom advisor is ultimately in charge, parent participation is appreciated and necessary to help facilitate field trips. In order to facilitate effective and successful trips, the class advisor may select parent helpers to accompany the class or to help with tasks for the trip. All parents are welcome to accompany their child on field trips. There is limited space on the bus, so parents are chosen by lottery (email your child's advisor after the trip is announced to enter the lottery). Even if your name is not picked, you may drive your own car and meet the class at the location of the field trip. Your child must ride the bus to and from the location, even if you are driving your own car.

## **Lunch Program**

ALL Students Eat Free!

Aveson is proud to be a participating member of the National School Lunch Program. The U.S. Department of Agriculture announced new waivers set in place for SY 2021/22. School's participating in the National School Lunch Program (NSLP) are permitted to maintain grab-and-go meal options and pandemic safety measures and offer FREE MEALS to all students.

Breakfast/Snack Bags and Lunch will be available to all students wishing to participate. A lunch order form will be available to indicate if you wish to participate in order to help forecast meal counts.

Balanced nutrition throughout the day contributes to student success in and out of the classroom. Aveson offers students fruits, vegetables, whole grains, lean protein and fat free or low fat milk with every school lunch. Updated federal nutrition standards also ensure these meals are within age-appropriate calorie levels and limit both unhealthy fats and sodium.

School meals have a direct impact on the health and well-being of children today. Not only do they have the opportunity to influence child nutrition daily through meal service, but they also have the opportunity to foster healthy eating habits that last a lifetime

Please forward any questions or concerns to the Food Service Director at [foodservices@aveson.org](mailto:foodservices@aveson.org)

## **Volunteering at AGLA**

Aveson families are strongly encouraged to contribute to the community through volunteering. While encouraging such participation, we also must maintain a safe environment for students and staff. Volunteers must adhere to our volunteer policies.

A person who comes to the school for a one-time special event (such as a guest speaker, presenter, or visitor) is considered a Visitor and is not required to complete the volunteer requirements. Visitors need to follow the process for visitors on campus, as outlined above.

### **Level 1 Volunteer**

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities may include assisting in class with clerical tasks or tutoring a small group of students.

### **Level 2 Volunteer**

Level 2 Volunteers may be out of the direct supervision of Advisors/Administrators. Sample Level 2 activities are Volunteer Sports Coach, Field Trip Chaperone.

### **Volunteer Requirements**

- Complete a Volunteer Application and attach ID photocopy. Prior to volunteering, I.D. will be processed under Megan's Law annually on the CA Department of Justice database [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)
- Submit completed Tuberculosis (TB) Risk Assessment Questionnaire or provide proof of a negative Tuberculosis (TB) Test (Test must have been administered within the past four years)
- Read and sign the Confidentiality Agreement
- Read and sign the Receipt of Policy and Guidelines

#### Additional Requirement for Level 2 Volunteers

- Complete a Live Scan Fingerprint clearance through the U.S. Department of Justice. (Level 2 Volunteers only)

## **Aveson Community Organization**

The Aveson Community Organization (ACO) is Aveson's parent-teacher organization. The purpose of the (ACO) is to enhance and support the educational experience at Aveson Charter Schools by:

- Providing an organization through which the parents, school, and advisors can work cooperatively to strengthen the community
- Fostering a closer connection between school and home by encouraging parent involvement

- Providing volunteer and financial support for Aveson programs

Parents and guardians wishing to learn more about the ACO or to get involved can visit their website at: [www.avesonaco.org](http://www.avesonaco.org)

## **Fundraising**

Charter schools, like public schools, receive funding from the State of California that covers most operating expenses. However because Aveson is committed to keeping low student-to-teacher ratios, our per student revenue is lower than other public schools. That means our General Fund has an ongoing structural deficit. Our primary focus in fundraising at Aveson is to bridge the gap between the State budget and our actual operating expenses. Note: our fiscal year runs from July 1 to June 30.

## **Annual Fund**

The Annual Fund raises unrestricted funds for our General Fund. It is the most flexible and immediate source of income for our school, and supports advisors, staff, and virtually every other aspect of school life. You have the option to make your gift in a single sum, or make monthly donations—whichever works best for your family’s budget. Donations of any size are encouraged since a 100% participation level is one of the most effective measures cited by outside granting institutions when evaluating a program for funding.

## **Annual Notifications**

Each school year families are asked to read and acknowledge notification of Federal, State, and Board policies and procedures.

## **Board Policies**

Aveson Board Policies may be accessed via the website [aveson.org](http://aveson.org). Should you have questions at any time about implementation of policies at Aveson please contact the Executive Director.

# VOLUNTEER HANDBOOK & APPLICATION



Dear School Visitor/Volunteer:

On behalf of Aveson I would like to extend our appreciation for your dedication and support to our school and our mission of improving the academic achievement of our students. Volunteers play an important and valuable role at our school. Students, teachers, staff, parents and community all benefit from the work of individuals like you who give of your time and talents. We know that you will benefit from this experience as well. This handbook is directed to all visitors/volunteers who wish to devote a portion of their time to our school and students. We want you to get the most out of your volunteer experience and as such, we want to make sure you are an informed volunteer. Volunteers help in many different ways: tutoring, classroom assistants, playground supervision, office assistants, field trip chaperones, team sports, summer programs, and special projects. We appreciate your hard work and dedication. On behalf of the advisors, staff, and students, we say "Thank You!"

If I can ever be of assistance to you, please do not hesitate to contact me.

Sincerely,  
Ian McFeat  
Executive Director

# Aveson Volunteer

## CLEARANCE REQUIREMENTS

### We couldn't do it without you!

Volunteers are individuals who donate their time, without financial compensation, to benefit their communities. The volunteer's participation may occur in a classroom setting during the school day 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, or visitor is considered a guest and they do not complete a volunteer application.* School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

**\*\*PLEASE NOTE: ALL VOLUNTEER CLEARANCE LEVELS MUST SHOW PROOF OF COVID-19 VACCINATION\*\***

Volunteer Clearance Level	Requirements	Examples
<b>SPECIAL EVENT/VISITOR/GUEST *SUPERVISED*</b>	No paperwork needed; coordinate with the Advisor	Mystery Reader; Guest Teacher or speaker, presenter
<b>INTERMITTENT *SUPERVISED*</b>	Signed volunteer application with submission of ID for Megan's Law clearance	Helping with an ongoing project, e.g. drama, special event
<b>LEVEL 1 *SUPERVISED*</b>	1) Signed volunteer application with submission of ID for Megan's Law clearance 2) TB risk assessment or test* not required during distance learning	Tutor a small group of students in a breakout room, classroom assistance
<b>LEVEL 2</b>	1) Signed volunteer application with	Chaperone on a field trip out of the supervision of the Advisors; Coach

<b>*NON-SUPERVISED*</b>	submission of ID for Megan's Law clearance 2) TB risk assessment or test 3) LiveScan fingerprint clearance	a team; work with students at the lunch tables
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## **ASSUMPTION OF RISK NOTICE COVID-19**

This notice serves to inform you that the state of California, County of Los Angeles, the Los Angeles County of Public Health as well as the Los Angeles County Office of Education are urging schools to take precautions due to the COVID-19 pandemic.

Aveson Charter Schools take the safety and health of its staff, students, families and community members at large very seriously. Aveson follows all health and safety guidelines and mandates from federal, state and local agencies. **Current Los Angeles County Department of Public Health and California Department of Public Health guidelines:**

- Masks/face coverings are worn at all times while indoors. Masks are optional outdoors.
- Self-screening and reporting are required.
- All persons with a temperature of over 100.4 degrees and/or showing any signs/symptoms of COVID-19 are disallowed on campus.
- EPA and OSHA approved cleaning and disinfecting procedures are followed.
- Personal hygiene practices such as frequent and proper hand washing and/or hand sanitizing with an approved sanitizer are followed.

Despite school-wide enforcement of these best practices, personal safety is not a guarantee. If you choose to enter an Aveson school campus, you are assuming the risks associated with contracting COVID-19 including, but not limited to sickness, hospitalization, spread of the disease and death.

# AVESON VOLUNTEER APPLICATION

(Please type or print)

School Name/Location: \_\_\_\_\_

Name: \_\_\_\_\_  
Last, First, Middle, Maiden Name

Other Names Used: \_\_\_\_\_

Residence Address: \_\_\_\_\_  
Street, City, State, Zip

Home Telephone: (\_\_\_\_) \_\_\_\_\_ Work or Mobile Telephone: (\_\_\_\_) \_\_\_\_\_

Emergency Contact Name and Phone: (\_\_\_\_) \_\_\_\_\_

Health Insurer and Policy # \_\_\_\_\_ Date of Birth: \_\_/\_\_/\_\_\_\_

CA Driver's License or ID Card: Yes ( ) No ( ) Number: \_\_\_\_\_

Length of residence in the county? \_\_\_\_\_

Previous Address (if less than 5 years): \_\_\_\_\_

Physical Limitations: Yes ( ) No ( ) Explain:  
\_\_\_\_\_

Relationship to any student(s) or staff members at school? Yes ( ) No ( ) Explain:  
\_\_\_\_\_

Languages spoken: \_\_\_\_\_

Please respond to the following: "I am interested in volunteering because  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any felony convictions: Yes ( ) No ( ) If so, please list:  
\_\_\_\_\_

Have you EVER been convicted of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes ( ) No ( )

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.5 I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the and hold the , its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity. In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care and emergency transportation considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. All volunteer work is done under the direction of an assigned teacher, site volunteer coordinator, or school administrator. Volunteers must comply with the sign-in/out procedures at the school site and other terms and conditions of this Volunteer Handbook. Volunteers do not receive compensation, health benefits, or worker's compensation. Additionally, section 35330 of the California Education Code contains the following statement of immunity in favor of the school when students or volunteers are participating in field trips: "All persons making the field trip shall be deemed to have waived all claims against the district, charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."

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

### **VOLUNTEER GUIDELINES AGREEMENT**

- Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
- Volunteers will follow all policies, procedures, and rules established by the school and all applicable laws.
- Volunteers must wear the appropriate identification badge and will show volunteer identification whenever required by the school to do so.
- Volunteers must follow the appropriate dress code applicable to staff.
- Volunteers cannot smoke in any school facility or building or within 50' of a school building.
- Volunteers will not lend money and/or bring gifts to students, unless authorized by school administrators.
- Volunteers will not transport students unless they have been given express permission to do so by the school principal and have provided the appropriate insurance and driving record verification. Do not put yourself in the position of being alone with any student in any vehicle.
- Volunteers must not be alone with students in unsupervised areas of the campus or activity.
- Volunteers will not have access to student educational records.
- Volunteers will not photograph or videotape students unless authorized by the principal or designee.
- Volunteers will not dress/undress or provide personal hygiene assistance, or supply medication to students.
- Volunteers should not exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose.
- Volunteers will use universal precautions to avoid contact with bodily fluids.
- Volunteers will use only "adult" designated restrooms.
- Volunteers can monitor student behavior; however, if a situation is serious, the volunteer should seek immediate assistance from school personnel.
- Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with school policy.
- Volunteers will not search students or student property.
- Volunteers will make every reasonable effort to make sure that the school's technology resources are used appropriately and responsibly.
- Volunteers will make themselves familiar with and agree to follow the school's emergency procedures.
- Volunteers will not direct a student to remove an emblem, insignia, or garment. If the volunteer believes a student's clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately.
- Volunteers must report suspected cases of abuse or neglect to the school administrator.
- Volunteers understand that the school will not be responsible for lost or damaged personal items brought to school by the volunteer. You are discouraged from bringing valuables to the school.
- Volunteers understand that the school reserves the right to decline their volunteer services at any time.
- Volunteers shall not be in possession or under the influence of any medication or substance that produces physical, mental, emotional, or behavioral impairment.
- Volunteers shall not be in possession of alcoholic beverages, illegal drugs, or firearms while serving in a volunteer capacity.
- Volunteers shall not use obscene or discriminatory language at school or at any school event. I have read and agree to abide by the above guidelines.

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

## **VOLUNTEER CONFIDENTIALITY AGREEMENT**

In accordance with federal law, all school volunteers are expected to maintain confidentiality while working at the school. All things that are seen and heard at school about employees or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all student and employee information as personal and confidential regardless of the source.
- Communicate relevant information about students only to the respective classroom teacher or principal/school leader.
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with others unless so directed by the assigned teacher or principal/school leader.
- Retain a sense of perspective regarding comments heard and actions observed.
- Understand that not all information can and will be shared with volunteers, due to legal considerations including state and federal law.
- Deal impartially with students regardless of background, intelligence, physical or emotional maturity.
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the principal. Direct all inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or the school to the principal.
- Do not discuss confidential information with anyone. This information includes, but is not limited to: scholastic and health records; test scores and grades; discipline and classroom behavior; character traits of children; supports and services a student may receive.
- All volunteers are required to sign a statement of confidentiality.

### **Discipline:**

Discipline of students is solely the responsibility of the teacher in charge. Volunteers should under no circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or Site Director/Principal.

**While all student information should be treated confidentially** and sharing student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential any information that pertains to the welfare of the student(s). Although the student is free to share confidential information with you, there are certain things you are required by law to tell the Site Director/Principal or school administrator. Any personal information learned from a student, should be held in strictest confidence except:

- If a student confides that he or she is the victim of sexual, emotional, chemical, or physical abuse (including bullying and cyberbullying).
- If a student confides that he or she is involved in any illegal activity.
- If a student confides that he or she is considering homicide or suicide.

Should one of these exceptions arise, you are required by law to immediately notify the school principal or administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the principal, school administrator, or other

appropriate authorities. If you have questions, please ask the principal or your assigned school administrator. Any needs of students communicated to the volunteer should be referred to the appropriate staff person.

**Volunteer Statement:**

I understand that in the course of my association with , I am responsible for maintaining the confidentiality of all employee and student information (both written and verbal) that may become known to me during the course of my volunteer activities.

I further understand that in the performance of my volunteering, I am not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any student. Any breach of confidentiality will be carefully reviewed and if substantiated may result in termination of any and all volunteer involvement with the school and may be reported to the proper authorities.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer Name: \_\_\_\_\_

Volunteer Signature: \_\_\_\_\_

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

**DECLARATION OF VOLUNTEERS AS DISASTER SERVICE WORKERS**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees (including registered volunteers) are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to the by their superiors or by law. (Required by Government Code 3100- 3102 of the State of California)

**I acknowledge that I have read and understand that I am hereby declared to be disaster service workers subject to such disaster service activities.**

**Volunteer Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**AGREEMENT FOR STUDENT OR MINOR CHILD VOLUNTARY ACTIVITY PARTICIPATION AND AUTHORIZATION FOR MEDICAL CARE**

Student/Minor Child Name: (please print) \_\_\_\_\_

Grade \_\_\_\_\_

has my permission to participate in the following extra-curricular activity, club, program, or special class: \_\_\_\_\_

to be held at \_\_\_\_\_ Supervising Teacher \_\_\_\_\_

Days/Months/Times: \_\_\_\_\_

**PARENTS, PLEASE NOTE:** It is a privilege, not a right, to participate in extracurricular activities; the privilege may be revoked at any time. The acceptance and inclusion of students is at the discretion of the School and subject to program standards and criteria. Students shall comply with all applicable codes of conduct and maintain high ethical and moral standards.

**ASSUMPTION OF RISK:** By signature hereon, parent/guardian waives liability against and holds harmless the school and its board members, staff, volunteers, agents; the school district; and State of California; and further acknowledges that this voluntary activity and/or transportation to and from (as applicable) may expose the student to potential harm including injury or death. If a student believes that an unsafe condition or circumstance exists with respect to activity(s), the student will discontinue participation and immediately notify the Site Director/Principal. Student shall not further participate until the unsafe circumstance is remedied.

By signing below: (1) I am giving up substantial actual or potential rights in order to allow the student to voluntarily participate in this activity(s); (2) I have signed this agreement with full appreciation and understanding of the risks inherent in the activity(s); (3) I have no question regarding the intent of this agreement; (4) I, as parent or guardian, have the right to bind myself, the student and any other family member, representative, assign, heir, trustee or guardian to the terms of this agreement; and (6) I have explained this agreement to the student, who understands his/her obligations hereunder.

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

**AUTHORIZATION FOR MEDICAL CARE** If it becomes necessary for my child to have medical care while participating in this activity, I hereby give school personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by school personnel to render medical care deemed necessary and appropriate by the physician. I understand that the school carries student accidental injury insurance in an amount limited to \$50,000 (applies excess of family health insurance if applicable).

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Parent/Guardian Home Phone No.: \_\_\_\_\_

Parent/Guardian Work Phone No.: \_\_\_\_\_

Emergency Contact Phone No.: \_\_\_\_\_

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

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

Parent or Guardian's Name (please print)

PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT AND/OR

**OVER-THE-COUNTER MEDICATION FOR THE STUDENT ARE ON FILE IN THE SCHOOL  
AGREEMENT FOR ADULT PARTICIPATION IN VOLUNTARY ACTIVITY AND AUTHORIZATION  
FOR EMERGENCY MEDICAL CARE**

Name of volunteer/participant: \_\_\_\_\_ h  
(Please print)

Phone # \_\_\_\_\_

Specific nature of Activity \_\_\_\_\_

Date of activity: \_\_\_\_\_

Time of activity: \_\_\_\_\_

Person in charge: \_\_\_\_\_

I understand and agree that in return for this waiver and the other promises herein Aveson will permit me to participate in the voluntary activity described above.

I fully understand that volunteers/participants are to abide by all rules and regulations governing conduct as directed by [School] during the activity.

**ASSUMPTION OF RISK AND WAIVER OF LIABILITY:** It is further agreed that the undersigned is fully aware of the nature and extent of the potential hazards and agrees that Aveson shall not be responsible or liable for any and all injuries sustained by me, or for any loss, damage or expense arising out of my voluntary participation. As a volunteer, I understand that no compensation is expected in return for services I may contribute and that Aveson will not provide any benefits traditionally associated with employment, such as workers' compensation, health or accident insurance. In the event of personal injury or illness, I am responsible for my own costs, damages and expenses.

With respect to my participation in this activity/event, I release, hold harmless and waive all claims against Aveson, its officers, agents, employees, volunteers; the School District; and the State of California without regard to negligence. I have no question regarding the scope or intent of this agreement, and have the right and authority to bind myself and any other family member, personal representative, assign, heir, trustee, or guardian to the terms herein.

X \_\_\_\_\_  
Signature of Volunteer/Participant

**EMERGENCY MEDICAL TREATMENT AUTHORIZATION** In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical, dental diagnosis/treatment, hospital care and emergency transportation may be considered necessary in the best judgment of the attending physician, surgeon or dentist.

X \_\_\_\_\_  
Signature of Volunteer/Participant

Medical Insurance Carrier and Policy or Group Number:

\_\_\_\_\_

Emergency Contact: \_\_\_\_\_  
Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**ONLY NEEDED IF LEVEL 1 or 2 VOLUNTEER**

# GET CLEARED TO VOLUNTEER

## TUBERCULOSIS SCREENING

In order to volunteer with students at Aveson, you must provide proof that you do not have tuberculosis (TB). A negative TB screening is good for four years. If you already have an up-to-date test (less than four years old) you can submit that to us.



There are three ways to provide this proof. You only need to complete one.

**#1 RISK ASSESSMENT** Meet with a licensed health care provider to complete the [Risk Assessment Questionnaire](#). This is the quickest and easiest to complete.

**#2 SKIN TEST** Make an appointment with a licensed health care provider to receive an intradermal injection of TB serum. Return to the health care provider 48-72 hours later to have the results read. Choose this option if you do not meet all of the requirements of the Risk Assessment Questionnaire.

**#3 CHEST X-RAY** Make an appointment with a licensed health care provider to receive a chest X-Ray to screen for TB. This option is required if you have had TB in the past, you have had a skin test show a false positive, you show signs or symptoms of having TB, or you were born outside of the U.S.

Visit [www.cdph.ca.gov](http://www.cdph.ca.gov) for more information.

## TB SCREENING LOCATIONS

Below are several local options for TB testing. Please call providers beforehand to verify services, cost, and appointment times. Please tell them which type of test you need when scheduling your appointment.

- Schedule an appointment with your regular health care provider or nurse clinic. This may be covered under your health plan at no cost.
- Pasadena Public Health Department TB Chest Clinic (626) 744-6121
  - ◆ Walk-in skin tests \$20 — Mondays from 8:00-11:00 am and 1:30-4:30
  - ◆ Chest X Ray \$54 — Tuesdays from 8:00 am to 12:00 pm
- ChapCare Clinics (626) 398-6300 [chapcare.org](http://chapcare.org)
  - ◆ Walk-in skin test & reading \$25 Mon, Tues & Weds only, 8am-5pm



- ◆ 2055 Lincoln Ave, Pasadena
- ◆ 1855 N, Fair Oaks, Pasadena *see website for other locations*
- CVS Minute Clinics — Walk-in skin test & reading \$65 [minuteclinic.com](http://minuteclinic.com)
- ◆ CVS Pharmacy 2037 Verdugo Boulevard, Montrose, CA 91020
- ◆ CVS Pharmacy 1401 South Baldwin Avenue, Arcadia, CA 91006



## LIVE SCAN CLEARANCE

In order to become a Level 2 Volunteer who interacts with students

outside of a staff member’s direct supervision, you must also have a Live Scan fingerprint clearance.

### **What is a Live Scan fingerprint test?**

A licensed operator will electronically scan your fingerprints by rolling your finger pads on a screen. The prints are sent to the Department of Justice (DOJ) to ensure that you do not have a criminal record and are cleared to work with students.

Any subsequent arrest after the Live Scan process occurs will be reported to our agency. The information collected through this test is confidential and will be guarded safely and securely within our system. We will not share this information with any outside entity. If your fingerprints are not cleared, or if there is a subsequent arrest, you may not volunteer with our program.

### **I’ve already been fingerprinted. Do I need to do this again?**

Yes. Each organization that works with students is responsible for maintaining their own clearance requirements and records, and is legally required to keep them secure. If you have volunteered with a partner organization in the past, you will have to be fingerprinted again with our program.

## LIVE SCAN LOCATIONS

**Pasadena Live Scan Service** has agreed to give Aveson volunteers a discount on Live Scan Services. Total cost is \$47 (\$32 Dept of Justice fee + \$15 Live Scan fee, with Aveson discount -- just let them know you are an Aveson volunteer). You may use any other Live Scan location you like.

- Pasadena Live Scan Service (626) 792-2185 708 N. Marengo Ave, Suite A, Pasadena
  - Mon-Fri 10am-7pm, Sat 10am-3pm
  - Call before, you may need to make an appointment

**Step 1** See REQUEST FOR LIVE SCAN SERVICES form attached

**Step 2** Fill out the section titled “Applicant Information” ONLY.

**Step 3** Visit a Live Scan service provider to have your fingerprints scanned.

**Step 4** Return the signed copy of the Request for Live Scan Services with application. The results will be sent directly to Aveson, and we will let you know once you are cleared to volunteer.

### **PROCEDURES FOR RETURNING VOLUNTEERS**

Returning volunteers that have tested negative must have on file with the school a TB Risk Assessment showing that **within the last four years**, the person has been examined and has been found to be free of communicable tuberculosis in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406 & Health and Safety Code 121545)

Returning volunteers that have a Live Scan on file, **DO NOT** need to re-do the background check.

All returning volunteers shall complete a new application each school year and will need to re-do the criminal history check.

### **ACKNOWLEDGMENT OF RECEIPT OF VOLUNTEER HANDBOOK**

My signature below confirms that I have received a copy of the Volunteer Handbook. I agree to follow and abide by all of the procedures, rules, and policies that it contains. I understand that the Volunteer Handbook is intended to cover the procedures, rules, and policies most often applied to day-to-day activities. These policies are subject to change at the sole discretion of. From time to time, I may receive updated information concerning changes in policy. I am aware that I may ask questions about procedures, rules, and policies.

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

#### **For office use only**

Receipt of Aveson Volunteer Handbook Acknowledgment:

Employee Name (print) \_\_\_\_\_

Copy of ID Initials: \_\_\_\_\_

Megan's Law Clearance Initials: \_\_\_\_\_

TB Clearance Initials: \_\_\_\_\_

Live Scan Clearance Initials: \_\_\_\_\_



Aveson Assemble for Summer

## **VOLUNTEER HANDBOOK & APPLICATION**



Dear School Volunteer:

On behalf of Aveson I would like to extend our appreciation for your dedication and support to our school and our mission of improving the academic achievement of our students. Volunteers play an important and valuable role at our school. Students, teachers, staff, parents and community all benefit from the work of individuals like you who give of your time and talents. We know that you will benefit from this experience as well. This handbook is directed to all volunteers who wish to devote a portion of their time to our school and students. We want you to get the most out of your volunteer experience and as such, we want to make sure you are an informed volunteer. Volunteers help in many different ways: tutoring, classroom assistants, playground supervision, office assistants, field trip chaperones, team sports, summer programs, and special projects. We appreciate your hard work and dedication. On behalf of the teachers, staff, and students, we say "Thank You!"

If I can ever be of assistance to you, please do not hesitate to contact me.

Sincerely,  
Ian McFeat  
Executive Director

## Volunteer Clearance Requirements

Volunteers are individuals who donate their time, without financial compensation, to benefit their communities. The volunteer's participation may occur in a classroom setting during the school day 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, or visitor is considered a guest and they do not complete a volunteer application.* School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

**\*\*PLEASE NOTE: ALL VOLUNTEER CLEARANCE LEVELS MUST SHOW PROOF OF COVID-19 VACCINATION\*\***

# Aveson Volunteer

## CLEARANCE REQUIREMENTS

### We couldn't do it without you!

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**\*\*PLEASE NOTE: ALL VOLUNTEER CLEARANCE LEVELS MUST SHOW PROOF OF COVID-19 VACCINATION\*\***

Volunteer Clearance Level	Requirements	Examples
<b>SPECIAL EVENT/VISITOR/GUEST *SUPERVISED*</b>	No paperwork needed; coordinate with the Advisor	Mystery Reader; Guest Teacher or speaker, presenter
<b>INTERMITTENT *SUPERVISED*</b>	Signed volunteer application with submission of ID for Megan's Law clearance	Helping with an ongoing project, e.g. drama, special event, <b>SUMMER CAMP</b>
<b>LEVEL 1</b>	1) Signed volunteer application with	Tutor a small group of students in a breakout room, classroom

<p><b>*SUPERVISED*</b></p>	<p>submission of ID for Megan's Law clearance  2) TB risk assessment or test*  not required during distance learning</p>	<p>assistance</p>
<p><b>LEVEL 2</b>  <b>*NON-SUPERVISED*</b></p>	<p>1) Signed volunteer application with submission of ID for Megan's Law clearance  2) TB risk assessment or test  3) LiveScan fingerprint clearance</p>	<p>Chaperone on a field trip out of the supervision of the Advisors; Coach a team; work with students at the lunch tables</p>



## **ASSUMPTION OF RISK NOTICE COVID-19**

This notice serves to inform you that the state of California, County of Los Angeles, the Los Angeles County of Public Health as well as the Los Angeles County Office of Education are urging schools to take precautions due to the COVID-19 pandemic.

Aveson Charter Schools take the safety and health of its staff, students, families and community members at large very seriously. Aveson follows all health and safety guidelines and mandates from federal, state and local agencies. **Current Los Angeles County Department of Public Health and California Department of Public Health guidelines:**

- Masks/face coverings are worn at all times while indoors. Masks are optional outdoors.
- Self-screening and reporting are required.
- All persons with a temperature of over 100.4 degrees and/or showing any signs/symptoms of COVID-19 are disallowed on campus.
- EPA and OSHA approved cleaning and disinfecting procedures are followed.
- Personal hygiene practices such as frequent and proper hand washing and/or hand sanitizing with an approved sanitizer are followed.

Despite school-wide enforcement of these best practices, personal safety is not a guarantee. If you choose to enter an Aveson school campus, you are assuming the risks associated with contracting COVID-19 including, but not limited to sickness, hospitalization, spread of the disease and death.



# AVESON VOLUNTEER APPLICATION

(Please type or print)

School Name/Location: \_\_\_\_\_

Name: \_\_\_\_\_  
Last, First, Middle, Maiden Name

Other Names Used: \_\_\_\_\_

Residence Address: \_\_\_\_\_  
Street, City, State, Zip

Home Telephone: (\_\_\_\_) \_\_\_\_\_ Work or Mobile Telephone: (\_\_\_\_) \_\_\_\_\_

Emergency Contact Name and Phone: (\_\_\_\_) \_\_\_\_\_

Health Insurer and Policy # \_\_\_\_\_ Date of Birth: \_\_/\_\_/\_\_\_\_

CA Driver's License or ID Card: Yes ( ) No ( ) Number: \_\_\_\_\_

Length of residence in the county? \_\_\_\_\_

Previous Address (if less than 5 years): \_\_\_\_\_

Physical Limitations: Yes ( ) No ( ) Explain:  
\_\_\_\_\_

Relationship to any student(s) or staff members at school? Yes ( ) No ( ) Explain:  
\_\_\_\_\_

Languages spoken: \_\_\_\_\_

Please respond to the following: "I am interested in volunteering because  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any felony convictions: Yes ( ) No ( ) If so, please list:  
\_\_\_\_\_

Have you EVER been convicted of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes ( ) No ( )

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.5 I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the and hold the , its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity. In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care and emergency transportation considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. All volunteer work is done under the direction of an assigned teacher, site volunteer coordinator, or school administrator. Volunteers must comply with the sign-in/out procedures at the school site and other terms and conditions of this Volunteer Handbook. Volunteers do not receive compensation, health benefits, or worker's compensation. Additionally, section 35330 of the California Education Code contains the following statement of immunity in favor of the school when students or volunteers are participating in field trips: "All persons making the field trip shall be deemed to have waived all claims against the district, charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."

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

### **VOLUNTEER GUIDELINES AGREEMENT**

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- Volunteers cannot smoke in any school facility or building or within 50' of a school building.
- Volunteers will not lend money and/or bring gifts to students, unless authorized by school administrators.
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- Volunteers must not be alone with students in unsupervised areas of the campus or activity.
- Volunteers will not have access to student educational records.
- Volunteers will not photograph or videotape students unless authorized by the principal or designee.
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- Volunteers will use universal precautions to avoid contact with bodily fluids.
- Volunteers will use only "adult" designated restrooms.
- Volunteers can monitor student behavior; however, if a situation is serious, the volunteer should seek immediate assistance from school personnel.
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- Volunteers will not search students or student property.
- Volunteers will make every reasonable effort to make sure that the school's technology resources are used appropriately and responsibly.
- Volunteers will make themselves familiar with and agree to follow the school's emergency procedures.
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- Volunteers shall not be in possession of alcoholic beverages, illegal drugs, or firearms while serving in a volunteer capacity.
- Volunteers shall not use obscene or discriminatory language at school or at any school event. I have read and agree to abide by the above guidelines.

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- Communicate relevant information about students only to the respective classroom teacher or principal/school leader.
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with others unless so directed by the assigned teacher or principal/school leader.
- Retain a sense of perspective regarding comments heard and actions observed.
- Understand that not all information can and will be shared with volunteers, due to legal considerations including state and federal law.
- Deal impartially with students regardless of background, intelligence, physical or emotional maturity.
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the principal. Direct all inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or the school to the principal.
- Do not discuss confidential information with anyone. This information includes, but is not limited to: scholastic and health records; test scores and grades; discipline and classroom behavior; character traits of children; supports and services a student may receive.
- All volunteers are required to sign a statement of confidentiality.

### **Discipline:**

Discipline of students is solely the responsibility of the teacher in charge. Volunteers should under no circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or Site Director/Principal.

**While all student information should be treated confidentially** and sharing student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential any information that pertains to the welfare of the student(s). Although the student is free to share confidential information with you, there are certain things you are required by law to tell the Site Director/Principal or school administrator. Any personal information learned from a student, should be held in strictest confidence except:

- If a student confides that he or she is the victim of sexual, emotional, chemical, or physical abuse (including bullying and cyberbullying).
- If a student confides that he or she is involved in any illegal activity.
- If a student confides that he or she is considering homicide or suicide.

Should one of these exceptions arise, you are required by law to immediately notify the school principal or administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the principal, school administrator, or other

appropriate authorities. If you have questions, please ask the principal or your assigned school administrator. Any needs of students communicated to the volunteer should be referred to the appropriate staff person.

**Volunteer Statement:**

I understand that in the course of my association with , I am responsible for maintaining the confidentiality of all employee and student information (both written and verbal) that may become known to me during the course of my volunteer activities.

I further understand that in the performance of my volunteering, I am not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any student. Any breach of confidentiality will be carefully reviewed and if substantiated may result in termination of any and all volunteer involvement with the school and may be reported to the proper authorities.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer Name: \_\_\_\_\_

Volunteer Signature: \_\_\_\_\_

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

**DECLARATION OF VOLUNTEERS AS DISASTER SERVICE WORKERS**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees (including registered volunteers) are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to the by their superiors or by law. (Required by Government Code 3100- 3102 of the State of California)

**I acknowledge that I have read and understand that I am hereby declared to be disaster service workers subject to such disaster service activities.**

**Volunteer Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**AGREEMENT FOR STUDENT OR MINOR CHILD VOLUNTARY ACTIVITY PARTICIPATION AND AUTHORIZATION FOR MEDICAL CARE**

Student/Minor Child Name: (please print) \_\_\_\_\_

Grade \_\_\_\_\_

has my permission to participate in the following extra-curricular activity, club, program, or special class: \_\_\_\_\_

to be held at \_\_\_\_\_ Supervising Teacher \_\_\_\_\_

Days/Months/Times: \_\_\_\_\_

**PARENTS, PLEASE NOTE:** It is a privilege, not a right, to participate in extra-curricular activities; the privilege may be revoked at any time. The acceptance and inclusion of student is at the discretion of the School and subject to program standards and criteria. Student shall comply with all applicable codes of conduct and maintain high ethical and moral standards.

**ASSUMPTION OF RISK:** By signature hereon, parent/guardian waives liability against and holds harmless the school and its board members, staff, volunteers, agents; the school district; and State of California; and further acknowledges that this voluntary activity and/or transportation to and from (as applicable) may expose the student to potential harm including injury or death. If student believes that an unsafe condition or circumstance exists with respect to activity(s), student will discontinue participation and immediately notify the Site Director/Principal. Student shall not further participate until the unsafe circumstance is remedied.

By signing below: (1) I am giving up substantial actual or potential rights in order to allow the student to voluntarily participate in this activity(s); (2) I have signed this agreement with full appreciation and understanding of the risks inherent in the activity(s); (3) I have no question regarding the intent of this agreement; (4) I, as parent or guardian, have the right to bind myself, the student and any other family member, representative, assign, heir, trustee or guardian to the terms of this agreement; and (6) I have explained this agreement to the student, who understands his/her obligations hereunder.

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

**AUTHORIZATION FOR MEDICAL CARE** If it becomes necessary for my child to have medical care while participating in this activity, I hereby give school personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by school personnel to render medical care deemed necessary and appropriate by the physician. I understand that the school carries student accidental injury insurance in an amount limited to \$50,000 (applies excess of family health insurance if applicable).

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Parent/Guardian Home Phone No.: \_\_\_\_\_

Parent/Guardian Work Phone No.: \_\_\_\_\_

Emergency Contact Phone No.: \_\_\_\_\_

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

\_\_\_\_\_  
Parent or Guardian's Name (please print) Date: \_\_\_\_\_

PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT AND/OR OVER-THE-COUNTER MEDICATION FOR THE STUDENT ARE ON FILE IN THE SCHOOL

**AGREEMENT FOR ADULT PARTICIPATION IN VOLUNTARY ACTIVITY AND AUTHORIZATION FOR EMERGENCY MEDICAL CARE**

Name of volunteer/participant: \_\_\_\_\_  
(Please print)

Phone # \_\_\_\_\_

Specific nature of Activity \_\_\_\_\_

Date of activity: \_\_\_\_\_

Time of activity: \_\_\_\_\_

Person in charge: \_\_\_\_\_

I understand and agree that in return for this waiver and the other promises herein Aveson will permit me to participate in the voluntary activity described above.

I fully understand that volunteers/participants are to abide by all rules and regulations governing conduct as directed by [School] during the activity.

**ASSUMPTION OF RISK AND WAIVER OF LIABILITY:** It is further agreed that the undersigned is fully aware of the nature and extent of the potential hazards and agrees that Aveson shall not be responsible or liable for any and all injuries sustained by me, or for any loss, damage or expense arising out of my voluntary participation. As a volunteer, I understand that no compensation is expected in return for services I may contribute and that Aveson will not provide any benefits traditionally associated with employment, such as workers' compensation, health or accident insurance. In the event of personal injury or illness, I am responsible for my own costs, damages and expenses.

With respect to my participation in this activity/event, I release, hold harmless and waive all claims against Aveson, its officers, agents, employees, volunteers; the School District; and the State of California without regard to negligence. I have no question regarding the scope or intent of this agreement, and have the right and authority to bind myself and any other family member, personal representative, assign, heir, trustee, or guardian to the terms herein.

X \_\_\_\_\_  
Signature of Volunteer/Participant

**EMERGENCY MEDICAL TREATMENT AUTHORIZATION** In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical, dental diagnosis/treatment, hospital care and emergency transportation may be considered necessary in the best judgment of the attending physician, surgeon or dentist.

X \_\_\_\_\_  
Signature of Volunteer/Participant

Medical Insurance Carrier and Policy or Group Number:

Emergency Contact: \_\_\_\_\_

Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**PROCEDURES FOR RETURNING VOLUNTEERS**

Returning volunteers that have tested negative must have on file with the school a TB Risk Assessment showing that **within the last four years**, the person has been examined and has been found to be free of communicable tuberculosis in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406 & Health and Safety Code 121545)

Returning volunteers that have a Live Scan on file, **DO NOT** need to re-do the background check.

All returning volunteers shall complete a new application each school year and will need to re-do the criminal history check.

**ACKNOWLEDGMENT OF RECEIPT OF VOLUNTEER HANDBOOK**

My signature below confirms that I have received a copy of the Volunteer Handbook. I agree to follow and abide by all of the procedures, rules, and policies that it contains. I understand that the Volunteer Handbook is intended to cover the procedures, rules, and policies most often applied to day-to-day activities. These policies are subject to change at the sole discretion of. From time to time, I may receive updated information concerning changes in policy. I am aware that I may ask questions about procedures, rules, and policies.

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

**For office use only**

Receipt of Aveson Volunteer Handbook Acknowledgment:

Employee Name (print) \_\_\_\_\_

Copy of ID Initials: \_\_\_\_\_

Megan’s Law Clearance Initials: \_\_\_\_\_

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## AVESON GOVERNING BOARD SITE VISITS AND SCHEDULES

The purpose of this schedule is to provide our Governing Board with insights into our COVID prevention practices, and to inform them so that they might understand our processes and procedures. Below are possible dates for site visits.

NAME	CONFIRMATION	EMAIL 2
Trinity Jolley		
Elsie Rivas Gomez		
Robert Dellangelo		
Javier Guzman		
Bridgette Brown		
James Perreault		
Jairon Lashai		
Kat Ross		

- **September 7th, 2:00 p.m.**

- AGLA
- ASL

- **September 8th, 2:00 p.m.**

- AGLA
- ASL

- **September 9th, 10:00 a.m.**

- AGLA
- ASL



# Aveson Board Meeting Schedule

## ACS Monthly Board Meetings

Thursday, September 23, 2021, 6:00-9:00pm
Thursday, October 28, 2021, 6:00-9:00pm
Thursday, November 18, 2021, 6:00-9:00pm
Thursday, December 16, 2021, 6:00-9:00pm
Thursday, January 27, 2022, 6:00-9:00pm
Thursday, February 24 , 2022, 6:00-9:00pm
Thursday, March 24, 2022, 6:00-9:00pm
Thursday, April 28 , 2022, 6:00-9:00pm
Thursday, May 26, 2022, 6:00-9:00pm
Thursday, June 23, 2022, 6:00-9:00pm

## ACS Annual Retreat 2021

### **Potential** Dates/Times

Saturday, September 18, 2021 9am-noon

Saturday, September 25, 2021 9am-noon

Saturday, October 2, 2021 9am-noon

Friday, October 1, 2021 4pm-7pm