

VIBRANT MINDS CHARTER SCHOOL
TK-Grade 6, Free, Public Education
A School Families Love!

VIBRANT MINDS



Home/School Handbook
for
2022-2023

412 W. Carl Karcher Way
Anaheim, California 92801
(714) 563-2390

Table of Contents

- WELCOME TO VIBRANT MINDS CHARTER SCHOOL 1
 - Vibrant Minds Charter School Vision Statement 2
 - Vibrant Minds Charter School Credo..... 2
 - Vibrant Minds Charter School Alma Mater 2
- ABSENCES AND ATTENDANCE..... 4
 - Excused Absences 4
 - Method of Verification..... 5
 - Truancy, Chronic Absentee, and School Attendance Review Board (SARB) 5
 - Scholars with Temporary Disabilities: Individualized Instruction..... 6
 - Early Departure from School..... 6
 - Early Departure and Regular Departure from After-School Program..... 6
- ARRIVAL/DISMISSAL PROCEDURES 6
 - Arrival Procedures..... 6
 - Dismissal Procedures 7
- ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)..... 7
- BEHAVIORAL EXPECTATIONS 7
 - Bullying and Sexual Harassment Policies..... 7
 - Suspensions..... 9
 - Due Process Rights (Suspension) 10
 - Due Process Rights (Expulsion) 11
 - Attendance of Suspended Child’s Parents/Guardians for Part of School Day 11
 - Community Service 11
 - Corporal Punishment 11
- CELL PHONE/SMARTWATCH USE 11
- CHILD CUSTODY ORDERS 12
- CLASSROOM CELEBRATIONS 12
- CLASSROOM/PLAYGROUND VISITATIONS FOR OBSERVATIONS AND VOLUNTEERING 12
- CLOSED CAMPUS..... 13
- DISRUPTIVE PRESENCE AT SCHOOL..... 13
- DRESS CODE..... 13
- EMERGENCY INFORMATION AND PROCEDURES..... 14
 - Emergency Information..... 14

Emergency Procedures.....	14
ENROLLMENT PROCESS.....	15
Recruitment/Enrollment Process	15
ENROLLMENT REQUIREMENTS.....	17
Birthdate Verification.....	17
Physical Examinations	17
Immunizations/Vaccinations	17
Oral Health Assessment.....	18
Enrollment and McKinney-Vento Homeless Education Act.....	18
FIREARMS SAFETY.....	19
HEALTH AND WELLNESS.....	19
Medications	19
Medication Administration during Medical Emergency (Allergic Reaction).....	20
Health Screenings	20
Growth and Development Lessons	20
Control of Pediculosis (Head Lice).....	20
Temporary Exclusion	21
Communicable Disease Control.....	21
Tobacco Free School	21
Medical/Hospital Insurance Services	21
INSTRUCTIONAL PRACTICES	22
Curriculum.....	22
Language Acquisition Programs	22
Excursions.....	23
Gifted and Talented Education Program (GATE).....	23
Homework	24
Independent Study	24
LOST/DAMAGED INSTRUCTIONAL MATERIALS.....	24
MANDATED REPORTERS	24
MEALS AND NUTRITION	25
PARENTS' RIGHTS TO INFORMATION.....	25
PESTICIDE NOTIFICATION	25
PROMOTION/RETENTION.....	25
PUBLIC LIBRARY CARDS	26
RECORDING DEVICES.....	26

SCHOLAR RECORDS.....	26
Access to Records without Parents’/Guardians’ Consent.....	27
Transfer of Records from School to School	27
SCHOOL ACCOUNTABILITY REPORT CARD (SARC).....	27
SCOOTERS, SKATES, SKATEBOARDS, AND BICYCLES	28
SEX OFFENDER INFORMATION (MEGAN’S LAW).....	28
SPECIAL EDUCATION.....	28
Partnership with the El Dorado SELPA.....	28
Definition.....	28
Reasonable Accommodation: Accessibility of Programs	28
Child Find	28
Procedural Safeguards.....	29
Opportunity to Present Complaints.....	29
Dispute Resolution/Mediation	29
Federal Medicaid Reimbursement.....	30
Section 504 Rehabilitation Act/Nondiscrimination	30
STAFF CONDUCT WITH SCHOLARS	31
STATEWIDE TESTING NOTIFICATION	31
TECHNOLOGY.....	32
Filtering.....	32
Cyberbullying, Internet Safety, Social Networking, and Activity Monitoring.....	33
Technology Instruction.....	33
Scholars without Parents’/Guardians’ Permission to Use the Internet.....	33
Internet Agreement.....	33
Responsible Use.....	33
Bring Your Own Device Standards for Responsible Use	34
Consequences for Violation	34
Publishing Student Work on the Internet	34
Parents’/Guardians’ Acknowledgement.....	35
TITLE I REQUIREMENTS	35
Required Communications.....	35
Parent/Guardian Involvement	35
TRANSPORTATION	36
Bus Loading and Unloading	36
Riding the Bus.....	36

Security Cameras on Buses	36
Consequences	36
UNIFORM COMPLAINT PROCEDURES	36
Scope of Uniform Complaint Procedures	37
Who May File a Complaint.....	37
Filing a Complaint and Timeline	37
Appeals.....	38
Civil Law Remedies	38
Direct State Intervention.....	38
Federal Review Rights.....	38
Additional Information.....	38
VOLUNTEERS	39
Tier 1 Volunteers – Direct Support.....	39
Tier 2 Volunteers – Indirect Support.....	39

WELCOME TO VIBRANT MINDS CHARTER SCHOOL

Thank you for choosing Vibrant Minds Charter School! Formerly named GOALS Academy, we became independent of GOALS, Inc. for the 2020-2021 school year. We are proud to be the first public charter school in Anaheim, California. We are grateful to the Anaheim Elementary School District's Board of Education for approving our initial Charter during the Spring of 2014 and renewing our Charter during the 2019-2020 school year for an additional five years. Two more years were added as part of a California legislative action. We are committed to demonstrating we are worthy of this distinction and support by providing an exceptional academic and enrichment program to the scholars we serve. Because we are an independent public charter school, we function as our own district with a higher level of autonomy to chart our own course based on the staff's and families' vision and mission for the school and scholars. While providing a rigorous academic program, we are also committed to providing a highly enriched learning experience. This is based on the philosophy that our scholars have interests and talents that can be transformed into strengths through individualized mentoring, growth in knowledge and skills, and character development. Without sufficient exposure to an array of learning experiences, our scholars' interests and talents may remain undiscovered and undeveloped. Vibrant Minds Charter School will help our scholars develop and use their strengths to achieve in school and succeed in life. It is our vision that our scholars will depart from Vibrant Minds Charter School at the end of 6th grade with greater self-confidence and a clearer sense of direction based upon their strengths.

The Charter is the document that was originally approved and then renewed by the Anaheim Elementary School District's Board of Education. It outlines the educational program we provide to our scholars and the opportunities for involvement we provide to their families. It is a living document that is continuously refined as we determine, in partnership with the parents/guardians of our scholars, the best way to tap into the interests and talents of our scholars and transform them into strengths. In essence, the foundation that we set with the Charter is infused into the Local Control and Accountability Plan (LCAP). The LCAP is a critical part of the Local Control Funding Formula (LCFF). Each school district, including Vibrant Minds Charter School, must engage parents, staff, and the community to establish this plan. The plan describes Vibrant Minds Charter School's overall vision for scholars, annual goals, and specific actions to achieve the vision and goals. The LCAP must focus on eight areas identified as priorities for the State of California. The plan also demonstrates how the Vibrant Mind's budget will help achieve the goals, as well as outlines a yearly process to determine the effectiveness of the plan in improving a variety of academic and social-emotional outcomes.

The eight state priority areas that must be addressed in the LCAP include the following. Keep in mind, these areas represent the minimal expectations by the California Department of Education.

1. Provide scholars access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implement California's Common Core State Standards in English-language arts and mathematics; Next Generation Science Standards; English Language Development (for Emerging Bilingual scholars); and standards in the areas of history-social science, visual and performing arts, health education, and physical education.
3. Facilitate parent involvement and participation so the local community is engaged in the decision-making process and the educational programs of scholars.
4. Improve scholars' achievement and outcomes based upon multiple measures, including test scores, English proficiency, and college and career preparedness.
5. Develop strong scholarly engagement, which should result in strong attendance and punctuality in school.
6. Highlight school climate and connectedness through a variety of factors, such as scholar and parent surveys, level of involvement, and enrollment stability.
7. Ensure all scholars have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measure other important learning outcomes related to required areas of study, including physical education and the arts.

Our *Home/School Handbook for 2022-2023* represents a commitment to establishing an authentic and effective partnership between the families and staff members of Vibrant Minds Charter

School. Our partnership will be stronger when we communicate clearly with each other. You are encouraged to read through the entire handbook since it includes information that we must provide to you by law, as well as information that is unique to Vibrant Minds Charter School. Some of the legal information may sound unnecessary, or even alarming. Remember, we are required to share this information with you, even if we never need to act upon it. The handbook should be referenced throughout the school year to address any questions you may have. We have arranged the information alphabetically, rather than by order of importance, to make it easier to access specific topics. Of course, if the handbook does not address your questions sufficiently, please talk with your child's teacher or the school's office staff. We are here to serve and to ensure we are "A School Families Love!"

Vibrant Minds Charter School Vision Statement

Members of Vibrant Minds Charter School create an enriched and engaging learning environment in which interests are discovered and transformed into strengths.
Character is refined through self-awareness, acceptance of others,
and service to the community.
Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Vibrant Minds Charter School Credo

We are responsible, respectful,
safe, and kind.

We take care of ourselves,
but keep others in mind.

We make smart choices,
and aspire to be our best.

We are scholars, leaders,
and strive for success.

GO LABRADORS!
WOOF! WOOF! WOOF!

Vibrant Minds Charter School Alma Mater

We are Vibrant Minds shining brilliantly.
Learning through our strengths is our philosophy.
Serving others is what we choose to do.
With our minds and through our hearts our whole lives through.
Honest and true, always to you.
Blue and gold forever, we will honor you.

VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

WISDOM

Creativity
Originality; adaptive; ingenuity



Visit viainstituteoncharacter.org for more information.

Curiosity
Interest; novelty-seeking; exploration; openness to experience



Visit viainstituteoncharacter.org for more information.

Judgment
Critical thinking; thinking things through; open-minded



Visit viainstituteoncharacter.org for more information.

Love of Learning
Mastering new skills & topics; systematically adding to knowledge



Visit viainstituteoncharacter.org for more information.

Perspective
Wisdom; providing wise counsel; taking the big picture view



Visit viainstituteoncharacter.org for more information.

COURAGE

Bravery
Valor; not shrinking from fear; speaking up for what's right



Visit viainstituteoncharacter.org for more information.

Perseverance
Persistence; industry; finishing what one starts



Visit viainstituteoncharacter.org for more information.

Honesty
Authenticity; integrity



Visit viainstituteoncharacter.org for more information.

Zest
Vitality; enthusiasm; vigor; energy; feeling alive and activated



Visit viainstituteoncharacter.org for more information.

HUMANITY

Love
Both loving and being loved; valuing close relations with others



Visit viainstituteoncharacter.org for more information.

Kindness
Generosity; nurturance; care; compassion; altruism; "niceness"



Visit viainstituteoncharacter.org for more information.

Social Intelligence
Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick



Visit viainstituteoncharacter.org for more information.

JUSTICE

Teamwork
Citizenship; social responsibility; loyalty



Visit viainstituteoncharacter.org for more information.

Fairness
Just; not letting feelings bias decisions about others



Visit viainstituteoncharacter.org for more information.

Leadership
Organizing group activities; encouraging a group to get things done



Visit viainstituteoncharacter.org for more information.

TEMPERANCE

Forgiveness
Mercy; accepting others' shortcomings; giving people a second chance



Visit viainstituteoncharacter.org for more information.

Humility
Modesty; letting one's accomplishments speak for themselves



Visit viainstituteoncharacter.org for more information.

Prudence
Careful; cautious; not taking undue risks



Visit viainstituteoncharacter.org for more information.

Self-Regulation
Self-control; disciplined; managing impulses & emotions



Visit viainstituteoncharacter.org for more information.

TRANSCENDENCE

Appreciation of Beauty and Excellence
Awe; wonder; elevation



Visit viainstituteoncharacter.org for more information.

Gratitude
Thankful for the good; expressing thanks; feeling blessed



Visit viainstituteoncharacter.org for more information.

Hope
Optimism; future-mindedness; future orientation



Visit viainstituteoncharacter.org for more information.

Humor
Playfulness; bringing smiles to others; lighthearted



Visit viainstituteoncharacter.org for more information.

Spirituality
Religiosity; faith; purpose; meaning



Visit viainstituteoncharacter.org for more information.



{where the world finds strength}
www.viacharacter.org

ABSENCES AND ATTENDANCE

For your scholar to do well in school, attendance and punctuality are essential. As parents/guardians of a scholar in elementary school, it is your responsibility to maximize learning through his/her consistent presence in school. Attendance in school is mandatory in order to ensure each scholar's right to an education through high school graduation. Additionally, a scholar may not leave school prior to the end of the school day without the approval of the school director or designee. This approval is implicit in the signing-out of a scholar by parents/guardians. However, it is important to acknowledge that frequent early departures are not conducive to receiving a quality education. Every minute counts!

Excused Absences

When an absence from school is unavoidable (either a portion of or the full day), you must provide an explanation for the absence by phone, by email (office@vibrantminds.us), in person, or through a written note either the day of or the day after the absence. As per AR 5113, after five days of consecutive or ten days of cumulative absences for medical reasons in a single school year, you may be required to provide written verification of illness from a physician for the absence to be recorded as "excused." If verification is not provided, the absence will be marked as "unexcused."

Absences that are recorded under "excused" for the elementary school setting fall under the categories below. In some cases, an entire day of absence is unnecessary, and you are encouraged to facilitate at least a partial day of school attendance. In addition to the importance of instructional time for the scholar's academic growth, our school's funding comes from daily attendance. Even excused absences result in a loss of funding for Vibrant Minds Charter School.

A scholar shall be excused from school when the absence is:

- Due to the scholar's 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 appointment.
- 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. "Immediate family" includes a mother, father, grandmother, grandfather, brother, sister, or any relative living in the household acting as a guardian of the scholar.
- For the purpose of spending time with a member of the scholar's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position.
- For justifiable personal reasons, including --
 - Court appearance.
 - Funeral service.
 - Observance of a holiday or ceremony of his or her religion.
 - Attendance at religious retreats. Religious retreats shall not exceed four hours per trimester.
 - When the scholar's absence is requested in writing by the parent or guardian and approved by the director or a designated representative.

If your scholar sees a doctor for care related to the conditions below, request a note from the doctor indicating when s/he may return to school, as well as any instructions that may be necessary to ensure his/her safety at school.

- Casting or splinting of an extremity
- The need to use crutches, walker, or wheelchair at school
- Following any hospitalization or surgery
- Following any initial diagnosis of a chronic medical condition, such as, but not limited to, severe allergies, hemophilia, seizures, or diabetes
- Following exclusion from school for any potential contagious illness

- To explain frequent illness absences

If your scholar has an excused absence or absences, s/he will be permitted to complete missed assignments and tests that are essential for his/her academic progress. It will be the teacher's discretion to determine what is essential to complete. However, it is not possible to replicate the exact teaching/ learning experiences for the missed day or days, and your help at home may be necessary to fill in academic gaps due to the absence(s).

Method of Verification

When a scholar who has been absent returns to school, a satisfactory explanation verifying the reason for the absence must be provided by the parents/guardian. The following methods may be used to verify scholar absences:

- Written note from parent/guardian or parent representative
- Conversation, in person or by telephone, between the verifying employee and the scholar's parent/guardian or parent representative. The employee shall subsequently record the following:
 - Name of scholar
 - Name of parent/guardian or parent representative
 - Name of verifying employee
 - Date or dates of absence
 - Reason for absence
- Visit to the scholar's home by the verifying employee, or any other reasonable method, which establishes the fact that the scholar was absent for the reasons stated. A written record shall be made, including information outlined above.
- Physician's verification
 - When excusing scholar for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments, but may contact a medical office to confirm the time of the appointment.
 - When a scholar has had 10 absences in the school year for illness verified by methods listed in the three bulleted points above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of scholars' learning experiences, parents/guardians and scholars shall be encouraged to schedule medical appointments during non-school hours. Scholars in Grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

Truancy, Chronic Absentee, and School Attendance Review Board (SARB)

If your scholar is absent from school without a valid excuse more than three days and/or tardy in excess of 30 minutes without a valid excuse more than three days in one school year, s/he is considered to be truant. This categorization will result in a mandatory meeting with you and the director/assistant director and teacher in order to resolve any barriers to consistent attendance and punctuality. This is considered to be the School Attendance Review Board (SARB) for Vibrant Minds Charter School.

Also, your scholar is considered a chronic absentee if s/he is absent for any reason (excused or unexcused) for 10 percent or more of the school days in the school year, with this computation initially occurring after the conclusion of the first trimester (60 days) of school. This is calculated by dividing the total number of days your scholar is present in school by the number of days school is in session. For example, if your scholar is in school for 54 days and school has been in session for 60 days, $54/60 = 90\%$, which means your scholar has been absent for 10% of the school year up to this point in time. This categorization of chronic absentee will result in a SARB Meeting.

The parent/guardian of a scholars classified as a truant or a chronic absentee shall be notified of the following:

- The scholar is truant or a chronic absentee;
- The parent/guardian is obligated to compel the scholar to attend school;

- The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the scholar's truancy or excessive absences/tardies;
- It is recommended that the parent/guardian accompany the scholar to school and attend classes with the scholar for one day;

If the barriers to consistent attendance and/or punctuality can be resolved through the SARB, then it is the parents'/guardians' responsibility to do so. If the barriers are unresolvable (e.g., undependable transportation to school, personal/work schedule that conflicts with the scholar's consistent attendance, and adult health issues), then it may be necessary to reconsider placement at Vibrant Minds Charter School. When the scholar's attendance problems cannot be resolved or the scholar and parent/guardian have failed to respond to directives to correct the problem, a scholar who has been classified as truant or habitually absent may be referred to the district attorney or probation officer for truancy mediation. The SARB may request a juvenile court petition on behalf of the scholar.

Scholars with Temporary Disabilities: Individualized Instruction

If a scholar has a temporary disability that makes school attendance impossible or unsafe, s/he is entitled to receive individual instruction at home or in the hospital. Parents/guardians must provide the school office with a copy of a physician's note requesting home/hospital instruction. Individualized instructional support will then be arranged. If the scholar is well enough to return to school during the school year in which individual instruction began, s/he must be allowed to return to the school that s/he attended prior to receiving individual instruction.

Early Departure from School

If it is necessary to withdraw your scholar from school prior to the end of the school day, proceed to the school office, identify yourself, and sign your scholar out. If you wish to have someone else sign your scholar out from school (e.g., relatives, friends), contact the office by phone or send a note with your scholar to inform the staff of the situation prior to the time of withdrawal. Also, make sure the person who will sign your scholar out is on the Emergency Card, is at least 18 years of age, and has proper identification. These procedures are in place to ensure the safety of your scholar.

Early Departure and Regular Departure from After-School Program

For Vibrant Mind's after-school program, we make use of sign-in and sign-out procedures. It is critical that the procedures are followed, and the specifics will be communicated to the parents of participants in Little Labs and Big Labs. Additionally, for our scholars to truly benefit from our after-school support and enrichment programs, regular attendance is necessary, and early departures interfere with the teaching/learning process. If attendance is inconsistent, the scholar may lose his/her spot in the program.

ARRIVAL/DISMISSAL PROCEDURES

Arrival Procedures

Scholars receiving breakfast through the Free/Reduced Meal Program need to arrive on campus at 8:00 a.m. to ensure enough time to eat. All other scholars should arrive no earlier than 8:15 a.m. Scholars will enter the school through the south entrance (side facing La Palma Park), which will be under the supervision of a staff member. The line-up for vehicles will be along Homer Street and La Palma Park Way, with the unloading occurring at the south gate. A staff member will direct the flow of traffic, as well as open your vehicle's door. At 8:30 a.m., all scholars will convene at the front of the school for the Morning Gathering at 8:30 a.m., and then enter the classrooms.

At 8:30 a.m., the south gate will be closed, and you need to drop off your scholar at the north gate (side facing Carl Karcher Way). After 8:30 a.m., scholars will be recorded as tardy, and they will receive

tardy slips. These tardies will be reflected on their report cards and records. Parents should accompany scholars to the campus since scholars should not know the gate code.

Dismissal Procedures

Scholars who are not participating in after-school programming at Vibrant Minds Charter School will be dismissed at 3:00 p.m. Under the supervision of a staff member, scholars will meet their designated adults on the south side of the school (side facing La Palma Park). If parents/guardians want a scholar to walk home without being accompanied by a designated adult, then there needs to be a signed note from parents/guardians on file in the office. This is important due to the major streets surrounding Vibrant Minds Charter School and the lack of crossing guards.

Scholars who remain for after-school programming (e.g., Little Labs for Grades TK-2 and Big Labs for Grades 3-6) need to be signed out by a parent or designee. The location of the electronic sign-out station will be at the front of the school building for Little Labs and Big Labs. Based on the established schedule, consistent and full participation by the enrollees in after-school programming is the expectation for continued involvement. Timely pick-ups by parents are essential.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

Vibrant Minds Charter School will be inspected in accordance with the regulations by EPA-accredited Environmental Consulting Solutions inspectors. Based upon the findings, a management plan will be written which outlines the school's intent to control and abate any asbestos-containing materials. The plan will be updated every three years as required by law. A copy of the plan will be on file for review.

BEHAVIORAL EXPECTATIONS

The scholars of Vibrant Minds Charter School are held to high expectations when it comes to attitude and behavior toward other scholars, staff, parents, and volunteers. By applying what they have learned about character strengths at home and school, they contribute to a positive, respectful, and productive classroom learning climate and an emotionally, socially, and physically safe school. Inappropriate choices become learning opportunities as parents and staff members provide guidance to scholars so they can learn to function more effectively in a group environment. However, repeated and/or extreme poor decisions in life often result in negative consequences, which is also true in school.

All scholars are expected to:

- Treat peers and staff with kindness and respect.
- Behave responsibly and contribute to a positive classroom and school climate.
- Arrive at school daily at or before 8:30 a.m. prepared to learn with the needed materials and a positive attitude.
- Be an active and cooperative learner.
- Ask for help whenever needed, but work toward greater independence.
- Record homework assignments, complete homework during the after-school program or at home, and turn it in when it's due.
- Keep notebook, backpack, and desk organized; only bring items to school that are supportive of learning and safety.
- Maintain an organized and clean classroom and campus.
- Wear a school uniform each day, except for designated special dress days.
- Make safe choices in all areas of the campus and on field trips.

Bullying and Sexual Harassment Policies

We are committed to creating a culture of kindness and acceptance at Vibrant Minds Charter School with our small school environment and a focus on Values in Action (VIA) Character Strengths. To reduce anti-social behavior such as bullying and/or sexual harassment, we establish and implement clear and consistent expectations and rules for scholars' behavior. By being proactive in our home/school

partnership, any form of bullying and/or sexual harassment is a rarity on our school campus. If disrespectful behaviors such as bullying and/or sexual harassment do occur, they will be immediately dealt with by the staff to ensure the social-emotional well-being of the victim(s) and the personal growth of the aggressor(s). In these situations when the staff is knowledgeable about these behaviors, the parents/guardians of the involved scholars will be contacted within the same school day.

Bullying

It can be difficult for scholars to consistently get along with each other, and interpersonal misunderstandings can result in the inaccurate use of the term "bullying." For example, when one scholar does not want to play with another scholar and feelings are hurt, this is an act of unkindness, but it does not constitute bullying. Bullying is legally defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic device. Bullying behaviors that discriminate against, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other scholar or school personnel are considered to be serious and harmful and are immediately dealt with by the director/assistant director. Bullying includes acts committed by an individual or a group directed toward another individual or group that can be reasonably predicted to have one or more of the following effects on an individual or group:

- Fear harm to their person or property
- Experience a substantially detrimental effect on their physical or mental health
- Experience substantial interference with their academic performance
- Experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school

Scholars are encouraged to notify school staff and/or parents/guardians when they are being bullied or suspect that another scholar is being bullied. Staff must immediately intervene if they witness an act of discrimination, harassment, intimidation, or bullying. Staff must also inform the director/assistant director within 24 hours if they have witnessed or have been informed of an act of bullying. The teacher and director/assistant director will conduct a thorough investigation to determine if bullying has taken place and what consequences and interventions are appropriate to the situation. Any scholar that engages in bullying will be subject to discipline, which may include suspension or expulsion.

Sexual Harassment

Vibrant Minds Charter School is committed to maintaining a positive school environment, and sexual harassment toward another scholar, group of scholars, or staff is considered to be a serious offense. By definition, "sexual harassment" includes unwelcome sexual advances; requests for sexual favors; or other verbal, nonverbal, or physical conduct of a sexual nature. The director/assistant director and/or teacher will provide age-appropriate information regarding sexual harassment, including:

- Acts and behaviors that constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
- Scholars do not have to endure sexual harassment
- Scholars should report observed instances of sexual harassment, even when the victim of the harassment has not complained
- To whom a report of sexual harassment should be made, involving both the home and the school

Scholars who feel they are being sexually harassed or have observed another scholar being sexually harassed must immediately report the incident(s) to a member of the school staff, and they are encouraged to also inform their parents/guardians. After receiving a complaint or witnessing a situation involving sexual harassment, a staff member must report the incident to the director/assistant director immediately, but no later than within 24 hours. The director/assistant director shall immediately investigate any report of sexual harassment. Upon verifying that sexual harassment has occurred, the director/assistant director shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the persons subjected to the harassment, and prevent any further instances of harassment.

Any individual that engages in the sexual harassment of anyone at school or at a school-

sponsored or school-related activity shall be subject to disciplinary action. For scholars in Grades TK-3, disciplinary action shall depend on the maturity of the scholars and the circumstances involved. For scholars in Grades 4-6, disciplinary action may include, but is not limited to, suspension and/or expulsion. Such circumstances that are taken into consideration shall include, but are not limited to:

- Age and maturity of the victim and the perpetrator
- Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.)
- Prior complaints against the perpetrator

Suspensions

Scholars who violate Vibrant Minds Charter School's behavioral expectations will be provided with appropriate guidance and support so they can learn from their inappropriate choices through a restorative justice approach with an emphasis on understanding the impact of their actions and developing meaningful methods for repairing harm to the school community. Additionally, trauma-informed practices, social and emotional learning, and schoolwide Positive Behavior Interventions and Support (PBIS) are used to help scholars make positive behavioral choices. A suspension will only occur when other options have not resulted in a positive change or the behavior is so severe, even with a first offense, that it compromises the social-emotional and/or physical safety of others. Behaviors that are in direct conflict to the positive and safe climate of Vibrant Minds Charter School include the following, which will result in appropriate and timely consequences, including possible suspension and expulsion:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance (i.e., listed in Chapter 2 of Division 10 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance (i.e., listed in Chapter 2 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 materials as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a scholar who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that scholar from being a witness or retaliating against that scholar for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing.
- Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable scholar or scholars in fear of harm to that scholar's or those

- scholars' person or property.
- Causing a reasonable scholar to experience a substantially detrimental effect on the scholar's physical or mental health.
- Causing a reasonable scholar to experience substantial interference with the scholar's academic performance.
- Causing a reasonable scholar to experience substantial interference with the scholar's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Reasonable scholar" means a scholar, including, but not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the scholar's exceptional needs.
- "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:
 - A message, text, sound, video, or image.
 - A post on a social network internet website, including, but not limited to:
 - ~ Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having negative effects on the scholar's mental health.
 - ~ Creating a credible impersonation of another actual scholar for the purpose of having negative effects on the scholar's mental health. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - ~ Creating a false profile for the purpose of having negative effects on the scholar's mental health. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
- Engaged in an act of cyber sexual bullying. "Cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have negative effects on the recipient's mental health.
 - A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 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.
 - 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.

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

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Due Process Rights (Suspension)

No scholar may be suspended for more than five consecutive days for a single offense, and no scholar may be suspended from any one school for more than a total of 20 days in any single school

year. If a scholar transfers to another school in any single year, an additional ten suspension days can be added.

Due Process Rights (Expulsion)

Expulsions can be ordered only by a subdivision of members of the Vibrant Minds Charter School Board. Prior notice of the expulsion hearing must be given ten days in advance. The scholar's parents/guardians have a right to obtain and inspect copies of all documents to be used at the hearing, cross examine witnesses, present witnesses on the scholar's behalf, and be represented by an attorney or other person.

Attendance of Suspended Child's Parents/Guardians for Part of School Day

As a form of support for a scholar returning from a suspension, the teacher and/or director are authorized to require the parents/guardians to attend a portion of a school day in their child's classroom. The parents/guardians will be given advanced notification of this requirement.

Community Service

At Vibrant Minds Charter School, community service is considered to be a privilege rather than a negative consequence for inappropriate behavior. All scholars will participate in activities related to community service, such as cross-aged tutoring, keeping the school facilities organized and clean, working with others with disabilities, etc. However, as a form of redemption for a wrongdoing, a scholar may have the opportunity to perform a specific type of assigned community service. For example, a scholar that teases scholars in a younger grade level may be requested to provide tutoring support. A scholar that writes on his/her desk may be requested to clean all of the desks in the classroom. A scholar that damages a library book may be asked to work to "pay off" the cost of the book. The parents/guardians will be informed of community service that is assigned due to inappropriate behaviors.

Corporal Punishment

Any person employed by or engaged by Vibrant Minds Charter School will not administer corporal punishment to any scholar. "Corporal punishment" is defined as the willful infliction of physical pain to a scholar. An amount of force that is reasonable and necessary for a person employed or engaged in a public school to stop physical injury to persons or damage to property, for self-defense, or to obtain possession of weapons or other dangerous objects within the control of the scholar, is not considered to be forms of corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the scholar is not and shall not be construed to be forms of corporal punishment.

CELL PHONE/SMARTWATCH USE

A scholar is permitted to bring a cell phone and/or wear a smartwatch. However, s/he must keep the cell phone in his/her backpack throughout the school day, and the cell phone must remain off. If there is a special circumstance requiring the use of the cell phone during the school day (e.g., instructional project, picture taking on a field trip, emergency), the scholar must ask the supervising staff member for permission prior to retrieving and turning the cell phone on. At no time should a cell phone be turned on out of sight of a supervising adult (e.g., scholar restrooms). A smartwatch must also not be used to make phone calls, record others, used as a reference tool, etc. without staff permission and supervision. During state testing, a scholar will be asked to either turn off a smartwatch and/or place it in his/her backpack.

A cell phone and smartwatch are tempting objects for other scholars, and the school cannot be held financially responsible if a cell phone or smartwatch cannot be found either because it was taken or lost. However, a reasonable attempt will be made to recover it. If a scholar does not follow the school rules regarding cell phone and/or smartwatch use, the device will be taken from him/her and stored in the school office, a parent/guardian will be contacted, and the parent/guardian will need to retrieve the cell phone and/or smartwatch at his/her earliest convenience.

CHILD CUSTODY ORDERS

Parents are asked to provide the school office coordinator current court documents regarding custody arrangements for scholars. School personnel must follow the orders specified on documents provided by the courts and are not to become involved in custody matters, as custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent's 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 with the school office. Any scholar release situation which leaves the scholar's welfare in question will be handed at the discretion of the director/assistant director. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer will be requested to intervene. The school will make every attempt to reach the custodial parent when a noncustodial parent or any other person not listed on the emergency card attempts to pick up a scholar.

CLASSROOM CELEBRATIONS

To ensure a focused learning environment, there can be no more than one classroom celebration involving food per trimester during the instructional day. The teacher, with the support of parents/guardians, will determine when these occur. Classroom celebrations will be scheduled toward the end of the school day. Snacks and beverages must be healthy and reasonable in quantity since lunch will have already occurred. Snacks must be store bought or prepared on campus, and carbonated beverages are not to be provided. There also needs to be accommodations for scholars who have food allergies.

Each scholar's birthday will be acknowledged by the teacher and school. We want the day to be special for each scholar. But, parents/guardians are not to bring snacks, beverages, and/or goodie bags for their child's birthday. However, parents/guardians may donate a book to the classroom library, and the birthday scholar will be acknowledged with a nameplate in the book. Or, parents/guardians may donate an item to the classroom that benefits all of the scholars in the room. Birthday scholars may also celebrate by enjoying a free dress day wearing age and school appropriate clothing.

CLASSROOM/PLAYGROUND VISITATIONS FOR OBSERVATIONS AND VOLUNTEERING

We believe parents/guardians should be able to visit their child's classroom and playground, both as observers and volunteers. Your visitations will result in greater respect for the school's staff, as well as the reassurance that your child is receiving the care and education s/he deserves. Because more than one parent/guardian may want to observe or volunteer in the classroom or on the playground at the same time, we have a system in place that balances an openness to visitations with the need for limited distractions to the learning and recreational process. For this reason, we ask that you schedule a visitation of the classroom and/or playground with a 24-hour notification through the office staff and/or teacher. If more than a reasonable number of requests are made for the same day and/or time, we may ask you to reschedule your visitation.

Please keep the following considerations in mind when visiting the classroom or playground of Vibrant Minds Charter School:

- Proceed to the office first so you can sign-in and receive a visitor's badge after a background check through our electronic visitor management system.
- We welcome young children in the classroom and/or playground to increase parent/guardian involvement. However, it is important to show consideration toward the learning of your child and the other scholars during a visitation. Therefore, if you bring a young child into the classroom and/or on the playground, s/he must remain near of you, either in your arms or in a stroller. Additionally, if your young child becomes loud or fussy, you will need to take him/her out of the classroom until the child calms down. This is not as much of an issue on the playground.
- The teachers, instructional assistants, and playground supervisors need to concentrate on their work with the scholars. It is important that you do not engage them in extensive dialogue while they are performing their duties. If you wish to have explanations of observed procedures, please

set up an appointment to meet with the staff members. Or, the director/assistant director can respond to any questions you may have.

- While you may want to take a picture or video of your child learning in the classroom or playing on the playground, other parents may feel uncomfortable if you include their children. Therefore, we ask that you do not use a camera in the classroom or playground without prior permission from the teacher and/or director/assistant director. There will be exceptions to this rule when there is a school-wide recognition assembly, special event, or field trip.
- At the conclusion of your visit, check-out at the school office and return the visitor's badge.
- After visiting the classroom and/or playground as an observer or volunteer, it is important that you do not talk about what you have observed when it comes to the learning and/or behavior of the other children. It is better for the school staff to be the direct communicators with the parents/guardians of the other children.

CLOSED CAMPUS

For the safety of our scholars, Vibrant Minds Charter School is a closed campus. The gates to the facilities will be locked. When exceptions are needed (e.g., special events, trash pick-up, emergency), a staff member will be present to supervise who is entering the campus. For entry through the pedestrian gate at the north side of the school when the gates are locked, a code will be provided to members of the Vibrant Minds Charter School community. There is no entry from the south side of the school except at the beginning and end of the school day for vehicle drop-offs from 8:00 to 8:30 a.m. and pick-ups from 3:00 to 3:15 p.m.

All staff members will be clearly identified with a badge. In the office, a staff member will ask visiting adults to electronically sign-in. They will also be provided with a visitor's badge if they are visiting areas of the campus outside of the office. Parking in the school lot is unavailable, so visitors should park on Homer Avenue (between W. Carl Karcher Way and N. La Palma Park Way) or the north side of N. La Palma Park Way for short periods of time. On a limited basis, UEI also permits us to use their parking lot for longer visitations if we provide a parking pass.

DISRUPTIVE PRESENCE AT SCHOOL

Adults need to be positive role models, and typically their behavior on a school campus is exemplary. However, there are laws that protect scholars and staff from adults that behave inappropriately, thus maintaining a safe and harmonious school climate. Any parent, guardian, or other person who disrupts school or extracurricular activities or generates substantial disorder may be found guilty of a misdemeanor, which is punishable by a fine of not less than five hundred dollars (\$500), imprisonment in county jail for not more than six months, or both. Also, any person who comes into a school building or upon school grounds or loiters on the street, sidewalk, or public way adjacent to the school without lawful business and whose presence or acts interfere with or disrupt the peaceful conduct of the activities of the school is guilty of a misdemeanor if s/he does any of the following:

- Remains there after being asked to leave by a staff member of Vibrant Minds Charter School
- Reenters or comes upon that place within seven days of being asked to leave
- Has otherwise established a continued pattern of unauthorized entry
- Willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any scholar in Grades TK through 6th, inclusive of arriving at, attending, or leaving from school

DRESS CODE

We believe school uniforms enhance the safety of our scholars on the physical and social-emotional levels. We can easily identify our scholars during arrival and dismissal times, as well as when they are on field trips. School uniforms make it clear who should and should not be on campus. Additionally, school uniforms contribute to a sense of belongingness to our school. Scholars can focus on their learning experiences in school rather than on their attire, and this greatly reduces the pressure on parents/guardians to buy trendy clothes. In reality, school uniforms can also be more economical for families.

The school uniform consists of a royal-blue polo shirt with the school logo, with a Vibrant Minds Spirit Shirt available for Fridays. Outerwear for warmth needs to be a royal-blue sweatshirt or sweater with the school logo. These items are available for purchase through the school office and website (sold at cost). The bottoms need to be khaki or navy blue, and may consist of shorts, skorts, skirts, jumpers, or pants. Denim is not an option, with the exception of Fridays with the Spirit Shirt. It is suggested that girls wear shorts under their skirts or jumpers. Long sleeve white or blue shirts may be worn under shirts, and white or blue tights may be worn under bottoms.

Clothes must fit appropriately, being neither overly short, tight, or loose. Nothing should be worn that is shorter than fingertips when arms are at the sides. Tennis shoes must be worn to accommodate physical activity. Shoe rolling devices must be removed while on campus. Vibrant Minds baseball caps and beanies may be worn outside. Any jewelry that is worn must not pose a safety hazard. For example, earrings cannot be overly large or dangly, creating a potential problem if inadvertently pulled on during physical activity. Additionally, jewelry that can be used as a weapon cannot be worn, such as heavy chain belts.

On a monthly basis, the Vibrant Minds Service Labs will designate a Special Attire Day. The scholars in leadership roles will produce and distribute a flyer to declare these days in advance, and they will be indicated on the school's web-based calendar. Other than these Special Attire Days, all scholars are expected to wear their school uniforms daily.

While parents/guardians are encouraged to have their children wear school uniforms, it is possible to "opt out." However, opting out requires a meeting with the director/assistant director at the beginning of each school year. Additionally, there are still dress code expectations, which must be abided by during school hours and at any school-sponsored event. Clothing, grooming, or accessories cannot be worn which:

- Are considered unsafe, dangerous, or cause a health or safety hazard.
- Contain offensive or obscene symbols, signs, or slogans degrading any cultural, religious, or ethnic value
- Contain profanity or language or symbols oriented toward sex, drugs, alcohol, or tobacco
- Depict violence, destruction, etc.
- Are considered gang related
- Are disruptive to the educational setting
- Are strapless or expose the midsection, undergarments, or buttocks. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, and skirts or shorts shorter than fingertip length are not to be worn.

EMERGENCY INFORMATION AND PROCEDURES

Emergency Information

For each enrolled scholar, it is important for the parents/guardians to provide accurate and complete emergency information. This includes contact information for the parents/guardians (home, cell, and work phone; e-mail; and home address), as well as custodial and medical information. Additionally, the names of and contact information for relatives and/or friends who are 18 years or older are required. They may be contacted in the event a scholar becomes ill or is not picked up after school and the parents/guardians cannot be contacted. Designated relatives and/or friends will need to provide a driver's license or another form of identification if they are sent to pick up a scholar. Remember to notify the office if any of the emergency information needs to be updated during the school year. You will be required to complete a new emergency information at the beginning of each school year.

Emergency Procedures

Vibrant Minds Charter School has a legal, as well as moral, responsibility to plan for the maximum safety and welfare of scholars during school hours and the after-school programming. For this reason, the school has developed a *Comprehensive School Safety Plan*, which is reviewed and updated annually by March 1. In compliance with the California State Law, Vibrant Minds Charter School involves

and has direct and ongoing collaboration with the Anaheim Police Department and Anaheim Fire Department. Like all public schools, disaster preparedness drills occur on a monthly basis. Drills include practice for three types of situations – fire, earthquake, and lock-down. The evacuation area for fire and earthquake drills is the soccer field. Lock-down drills result in the complete closure of the campus, including locked parking lot gates. Parents/guardians or volunteers on campus during a lock-down drill are asked to respect the process and remain on campus until the drill is complete. Additionally, parents/guardians and volunteers seeking access to the campus during a lock-down drill need to wait until the drill is over. In the case of an actual disaster, procedures parents/guardians need to follow will be communicated via ParentSquare and on the website <http://www.vibrantminds.us>. Additionally, phone and/or text messages will be sent out through our school community system.

ENROLLMENT PROCESS

Admission to Vibrant Minds Charter School shall be open to any resident of California that is of legal age to attend a public elementary school (i.e., old enough to enroll in transitional kindergarten or kindergarten). Vibrant Minds Charter School has no academic or residential requirement for admission and will admit any elementary-aged child who wishes to attend depending upon space availability.

It is anticipated that the following grade level configurations will be in place for the eighth year of operation (2022-2023), with 24-32 scholars in each classroom for a possible total of 240-248 scholars, which is the maximum for the school in its current location. Each classroom will be served by a credentialed teacher, as well as an instructional assistant with 48 units of college credit, an Associates Degree, and/or passing marks on a competency examination. These grade level configurations may change depending upon the number of enrollees per grade level.

Grade TK – Maximum of 24
Grade K – Maximum of 32
Grade 1 – Maximum of 32
Grade 2 – Maximum of 32
Grade 3 – Maximum of 32
Grade 4 – Maximum of 32
Grade 5 – Maximum of 32
Grade 6 – Maximum of 32

Recruitment/Enrollment Process

The timeline for recruitment and enrollment is as follows. This is shared with the intent to make the process transparent and comprehensible. Scholars who have been on our waiting list for prior school years, but were unable to be accepted due to a lack of space, will have their position on the waiting list honored during the 2022-2023 recruitment/enrollment process. The maintenance of a waiting list that is transferred from one year to the next will be revisited during the 2022-2023 school year in preparation for the 2023-2024 school year.

Phase One Time Span: January 1-March 31, 2022

Activity: This time span will constitute the first wave of recruitment activity. Through articles in the local papers, flyers, banners, social media, and community events, parents/guardians will become informed about recruitment for Vibrant Minds Charter School for the 2022-2023 school year. “Interest Forms” will be filled out and collected during this time period, with both paper and electronic forms available.

Outcome: On Thursday, March 31, 2022, the first wave of applicants will be accepted into Vibrant Minds Charter School based upon their “Interest Forms.” If there are more applicants than openings per grade level:

- A drawing will be held for each of the impacted grade levels, beginning with 6th grade and working downward through the grade levels (i.e., 5th, 4th, 3rd, 2nd, 1st, K, and TK).

- In addition to filling each grade level to its maximum capacity (24 for Grade TK and 30-32 for Grades K-6), a waiting list will be established based upon the order of drawn names per impacted grade level.
- The drawing will be held on Thursday, March 31, at 5:00 p.m., at the school site.
- Parents/guardians that do not complete the formal registration packet by April 15, 2022, will forfeit their child's spot to the next person on the waiting list.

Phase Two Time Span: April 1-June 10, 2022

Activity: This time span will constitute the second wave of recruitment activity if the school is not filled to capacity. The various outreach strategies will remain the same. Interest forms will be collected throughout this time period.

Outcome: On Friday, June 10, 2022, the second wave of applicants will be accepted into Vibrant Minds Charter School based upon their "Interest Form." If there are more applicants than openings per grade level, a public drawing will be held for each of the impacted grade levels on Friday, June 10, at 5:00 p.m. In addition to filling each grade level to its maximum capacity (24 for Grade TK and 30-32 for Grades K-6), a waiting list will be established based upon the order of drawn names per impacted grade level. This waiting list will be an addendum to any previously established waiting list from the first wave. Parents/guardians that do not complete the registration packet by June 24, 2022, will forfeit their child's spot to the next person on the waiting list.

Phase Three Time Span; June 11, 2022, through the remainder of the school year.

Activity: Beginning June 11, 2022, scholars will be invited to attend the school based on space availability and the waiting list. Once the waiting list has been exhausted based upon the random selection process, then any openings will be filled on a first come/first serve basis.

Outcome: As is true of any public school, scholars can be accepted into Vibrant Minds Charter School throughout the school year, with a maximum enrollment of 240-248 scholars for the 2022-2023 school year.

As permitted by state and federal regulations, the following exemptions will be made to the admission and random drawing process:

- Scholars who were enrolled in the school in the 2021-2022 school year will automatically be able to continue their participation in Vibrant Minds Charter School for the 2022-2023 school year. Additionally, scholars who plan to continue their enrollment in Vibrant Minds Charter School for the 2022-2023 school year will have their siblings accepted into the school if there is enough space. If there is insufficient space, the siblings will be moved to the top of the waiting list for their grade levels.
- For scholars who are not currently enrolled in Vibrant Minds Charter School during the 2021-2022 school year but are accepted into Vibrant Minds Charter School for the 2022-2023 school year, the siblings of the accepted scholars (including foster siblings) will also be accepted into the Vibrant Minds Charter School as space permits.
- If there is insufficient space, the siblings will be moved toward the top of the waiting list for their grade levels. The rationale for the sibling exemption is to permit families to be fully involved in one school.
- For the random selection process, names will be drawn in the order of 6th grade through transitional kindergarten. Therefore, if an older sibling is accepted into the school, the sibling(s) will also be accepted as space permits. Otherwise, the sibling(s) will be placed toward the top of the waiting list.
- If a staff member of Vibrant Minds Charter School wants his/her child to attend the school, s/he will be accepted into the school. This is permitted if the total number of scholars allowed under this exemption constitutes only a small percentage of the school's total enrollment.

- If a random selection process is needed for any grade levels due to the number of applicants, children residing within the boundaries of the Anaheim Elementary School District will have their names placed in the drawing twice to increase their odds of being drawn. This is in recognition that the Anaheim Elementary School District is the entity that approved the charter for Vibrant Minds Charter School.

ENROLLMENT REQUIREMENTS

Birthdate Verification

In California, birth date verification for entrance into transitional kindergarten, kindergarten, and first grade is established by state law. To enter transitional kindergarten for the 2022-2023 school year, a scholar must have a birthdate between September 2, 2017, and February 2, 2018. To enter kindergarten, a scholar must have a birthdate between September 2, 2016, and September 1, 2017. To enter first grade, a scholar must have a birthdate between September 2, 2015 and September 1, 2016.

- Verification of birthdate is required before a scholar can be enrolled.
- Verification may be determined by an original birth certificate, baptismal certificate, or passport.
- Scholars may also be admitted upon receipt of an affidavit from the parent. Affidavits may be obtained at Vibrant Minds Charter School, but this approach should be pursued only when there is no other form of verification available.

A scholar who has been lawfully admitted to kindergarten may be promoted to first grade at the discretion of the director for Vibrant Minds Charter School when it is determined that the scholar has mastered the kindergarten curriculum and is ready for first grade work. S/he must also meet the following minimum criteria:

- The scholar is at least five years of age
- The scholar has attended a public school kindergarten for a sufficient amount of time to enable school personnel to accurately evaluate his/her ability
- The scholar is in the upper five percent of his/her age group in terms of general mental ability
- The physical development and social maturity of the scholar are consistent with his/her advanced mental ability
- Parents/guardians of the scholar have met with the director/assistant director of the school
- Parents/guardians of the scholar have filed a written statement with the Vibrant Minds Charter School Office approving placement in the first grade

Physical Examinations

Vibrant Minds Charter School requires all transitional kindergarten and kindergarten scholars to present a certificate of a physician's physical examination completed within six months prior to entering school. Also, all first time, first grade enrollees must have record of a physical examination completed during the previous 18 months prior to entering school. The full examination includes immunization boosters, which are required for school entry. A waiver signed by the parents/guardians indicating they do not want or are unable to obtain such health examination for the child will no longer be accepted due to recent legislation in California.

Immunizations/Vaccinations

California law requires that children be immunized against certain diseases before they can be admitted to school. A scholar must have been immunized against Polio, Diphtheria, Tetanus, MMR [Measles (Rubeola), Mumps, Rubella (German Measles)], and Varicella (chicken pox) or have a validated history of the disease. Scholars less than seven years old must also have a Pertussis (Whooping Cough) immunization. Scholars aged 4 to 6 years must have, in addition to the above, a second Measles, a second Varicella, and a series of three Hepatitis B vaccinations. A scholar may be enrolled and attend class when a documented, up-to-date immunization record of required immunizations is presented to the school. The written record of immunizations must include: name, birthdate, type of vaccine administered,

date of immunization (including month and year), and signature or stamp of physician or agency administering the vaccine. Computer-generated or Immunization Registry records will also be accepted. Any scholar who has not been immunized properly will be excluded from school unless the scholar is exempted from the immunization requirement based upon a medical condition for which immunization is not considered safe. This exemption requires a written statement by a licensed physician indicating the specific nature and probable duration of the circumstances which contradict immunization.

- Conditional Enrollment -- New scholars who have received their first doses of immunizations with medical documentation may be admitted to school on conditional enrollment and may remain in class as long as a medically approved schedule of required immunizations is followed and completed.
- Exclusion -- If the parents/guardians have not provided documentation of immunization by the expiration date of the conditional enrollment period, they will be notified that their child is excluded until requirements are met. The school will keep a record of the number of days of exclusion.
- Exemption -- Effective June 30, 2015 with the enactment of SB 277, personal and religious belief exemptions for immunizations are no longer allowed in California effective July 1, 2016. However, if a parent filed a letter or affidavit stating beliefs opposed to immunization prior to January 1, 2016, the exemption will apply until the next grade span (e.g., junior high school). For more details, use the following link: <http://www.shotsforschool.org/laws/>

Oral Health Assessment

California law now requires all transitional kindergarten, kindergarten, or first grade scholars, whichever is the first year in public school, to present a certificate of a dental assessment. Assessments that have occurred within the 12 months before the scholar enters school meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. A waiver signed by the scholar's parents/guardians indicating they do not want or are unable to obtain an examination for the scholar will be accepted in place of the certificate.

Enrollment and McKinney-Vento Homeless Education Act

Vibrant Minds Charter School has an appointed homeless liaison to ensure parents of homeless scholars are informed of educational and related opportunities available to their children. A scholar who does not have a fixed, regular, and adequate nighttime residence is considered homeless and therefore is guaranteed enrollment in school under the federal McKinney-Vento Act and California State Law even if, at the time of enrollment, the parents/guardians do not have:

- Proof of residence
- Immunization records
- School records
- Legal guardianship papers

Parents/guardians can receive prioritized enrollment for their children in Vibrant Minds Charter School if they live under any of these conditions:

- Lacks a regular, fixed and adequate nighttime residence (substandard housing)
- Is sharing housing due to economic struggles (doubled-up)
- Is living in a shelter, hotel, or motel
- Is living in a public place not designated for sleeping (cars, parks)
- Is an unaccompanied youth
- Is a child or youth awaiting foster care placement
- Is a child or youth abandoned in a hospital
- Is a migrant child who qualifies under any of the above

Parents/guardians have the right to have their child:

- Enroll and attend classes while the school arranges for the transfer of required school records or documents

- Enroll and attend classes even while the school and parents/guardians seek to resolve a dispute over enrollment
- Qualify for special programs and services
- Qualify automatically for child nutrition programs (free and reduced-priced lunches and other district food programs)

Parents'/guardians' responsibilities are to:

- Make sure child attends school regularly and completes homework and projects on time
- Attend parent/teacher conferences, Back-to-School Night, and other school-related activities
- Stay informed of school rules, regulations, and activities

FIREARMS SAFETY

The purpose of this section is to inform and to remind parents and legal guardians of scholars of Vibrant Minds Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this section spells out California law regarding the storage of firearms. Please take time to review this information and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- California makes a person criminally liable for keeping a loaded firearm, under his/her custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm. 1
- As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it-regardless of whether or not the child brings the gun to a public place.1
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim. 2

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Date published: 2/09/2021. California Department of Education

1 See California Penal Code sections 25100 through 25125; 25200 through 25220.

2 See California Civil Code Section 1714.3.

3 See California Penal Code sections 25105; 25205.

HEALTH AND WELLNESS

Medications

Parents/guardians of scholars requiring daily medication administered at home or school must inform the office staff about the medication, the current dosage, and the supervising physician. If a scholar must take medication at school, the parents/guardians and supervising physician must complete and sign the "Release for the Administration of Medication Form." This form will be kept on file in the office. Any medication, prescription or non-prescription, must be brought to the office by an adult. The medication will be administered by a designated staff member. Upon written request by the parents/guardians and the approval of the scholar's healthcare provider, a scholar with a medical condition that requires emergency medication may be allowed to self-administer this medication. Written statements from doctor and parent must be submitted annually.

Medication Administration during Medical Emergency (Allergic Reaction)

The Director of Health Services for Orange County has written a standing order for the administration of an emergency epinephrine auto injector (Epi-Pen®) by trained personnel in case a child or adult should have signs or symptoms of a severe allergic reaction while on campus. A child or adult who is exhibiting symptoms of severe allergic reaction may be injected with this emergency rescue medication and 9-1-1 will be called. This plan remains in effect as long as the epinephrine auto-injectors are available and a standing order remains on file from the Health Services for Orange County.

Health Screenings

Scholars will be given screening tests for vision and hearing in first, second, and fifth grades. The screening tests will be given to scholars in other grade levels based upon their recent enrollment in a California school or a referral by the teacher and/or parents/guardians. Parents/guardians may submit a written statement refusing to consent to their child's participation.

As a service, dental screenings may be conducted by accredited health care agencies. Parents/guardians will be notified if dental screenings become available. If a scholar appears to need dental care, referrals for low-cost dental care will be provided. Parents/guardians may submit a written statement refusing to consent to their child's participation.

Growth and Development Lessons

Parents/guardians of fifth grade scholars will be notified in writing prior to lessons in which human reproductive organs and their functions or processes are described, illustrated, or discussed. These lessons are provided by certificated staff, with the support of experts in the field volunteering their services. Parents/guardians may review such materials prior to instruction. This section does not apply to descriptions or illustrations of human reproductive organs, which may appear in any science, hygiene, or health textbook. Parents/guardians have the right to excuse their child from all or part of the maturation lessons through a written request, as well as other aspects of health instruction that conflict with religious training and beliefs. An alternative educational activity will be made available to nonparticipating scholars.

Control of Pediculosis (Head Lice)

Pediculosis (head lice) is a common condition for children in Southern California. Therefore, there should be no social stigma attached with contacting head lice. With appropriate precautions, the likelihood of contacting head lice can be minimized. Please implement the following practices:

- Lice do not fly or jump. Transmission occurs almost exclusively from head-to-head contact. Encourage your child to not put his/her head in close contact with other children.
- Your child should use only his/her own comb, brush, towel, hat, or other articles of clothing. This will decrease the chances of lice being transmitted.
- Check your child daily for signs of scratching, evidence of eggs deposited on the hair shaft, or the presence of the louse on the head or on clothing articles. The louse is about 1/8" long with a slender, tapering body and three pairs of legs with delicate hooks. It may vary in color from gray to brownish. The eggs of lice are called nits and are about half the size of a pinhead. They can be seen hanging off the side of a hair in a teardrop shape.

- If your child stays at another home where there are other children (baby-sitting, slumber party, visiting, etc.), examine your child's hair when he/she returns for evidence of live lice. Re-examine in two to four weeks when lice and eggs may be seen.
- If you suspect that your child has head lice, please notify the school so that control measures can be initiated.

Vibrant Minds Charter School has procedures in place to help identify and prevent pediculosis. If your child is suspected of having head lice, you will be notified immediately. The school will offer information and guidance to help you provide effective treatment. If a pediculicidal shampoo is used and guidelines are followed, your child may return to school even if all nits have not been removed. Just bring in the empty bottle of the shampoo as a form of evidence that the treatment was administered. If no treatment or another treatment is used, your child may not return to school until there is no evidence of live head lice. It is expected that a child returns to school within two days of a lice infestation.

Temporary Exclusion

Whenever there is good cause to believe that a scholar is suffering from a recognized contagious or infectious disease, s/he may be temporarily excluded from school until there is verification that any contagious or infectious disease does not exist. Symptoms include:

- Fever of 100° F or greater
- Diarrhea
- Vomiting
- Red/pink eyes with yellowish drainage
- Skin rash

The scholar may return to school when s/he:

- Has not had a fever for 24 hours, without taking a fever reducing medicine like ibuprofen or acetaminophen
- Has not vomited or had diarrhea for 24 hours
- Has not had red/pink eyes, or does not have drainage or discharge. Or, has been cleared to return to school by a healthcare professional
- No longer has a skin rash or has been cleared to return to school by a healthcare professional

Communicable Disease Control

If Vibrant Minds Charter School should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

Tobacco Free School

Smoking and the use of tobacco products are prohibited on school property. This includes Vibrant Minds Charter School's facilities, grounds, and vehicles, and/or any facilities leased by Vibrant Minds Charter School.

Medical/Hospital Insurance Services

Vibrant Minds Charter School will provide information about medical, hospital service, accident, and/or liability insurance policies for scholars' injuries occurring while in or on the property of the school. No scholar shall be required to accept such service without the consent of parents/guardians. Possible service providers information is as follows:

- Pacific Educators Insurance Services at 800-722-3365 or <http://www.peinsurance.com/student-accident-insurance>
- Covered California at 800-300-1506 or www.CoveredCa.com

INSTRUCTIONAL PRACTICES

Curriculum

The curricula across all grade levels and subject areas are based upon Content Standards adopted by the California Department of Education. The Standards include

- Common Core Standards for English-Language Arts
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History/Social Science Standards
- Computer Science Standards
- Health Education Standards
- Physical Education Standards
- Visual and Performing Arts Standards
- English Language Development Standards

Instructional materials and approaches to teach these sets of Standards and associated Frameworks are revisited and refined each school year and will be shared with parents/guardians at Back-to-School Night. Additionally, there is a concerted effort to integrate these curricular areas in a meaningful way to avoid a fragmentation of the teaching/learning experience. For more information about Content Standards and Frameworks, visit the California Department of Education Website at <https://www.cde.ca.gov/be/st/ss/> and <https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

In addition to the Common Core and other state-adopted standards, Project-Based Learning (PBL) and Technology-Infused Instruction (TIE) will be infused into daily instruction. This ensures that the Vibrant Minds Charter School scholars are prepared for the 21st Century.

Language Acquisition Programs

Upon the initial enrollment of a scholar in a California public school and the parents'/guardians' indication of a home language other than English on the provided "Home Language Survey," public schools are required to assess the language proficiency of all such scholars. As a result of this assessment, scholars are designated as Initial Fluent English Proficient (IFEP) or English Learners (EL). English Learners (also referred to as Emergent Bilingual scholars) speak limited English and/or require supplementary instruction to become fluent in both oral and written English. In accordance to California's Education Code, Emergent Bilingual Scholars may be taught through an instructional approach called Structured English Immersion (SEI). This is the approach taken at Vibrant Minds Charter School. However, additional support is provided to English Learners who score at Novice or Intermediate Level on the Initial English Language Proficiency Assessments for California (ELPAC) or 1 or 2 on the Summative ELPAC.

Parents of scholars who have been identified as Emergent Bilinguals receive the following information:

- The reasons for identification as an Emergent Bilingual and placement in a Language Acquisition Program (LAP) called Structured English Immersion (SEI)
- Scholar's level of English proficiency based upon the ELPAC, how such level was assessed, and the status of the scholar's academic achievement
- Methods of instruction used in the SEI program in which the scholar is participating, and how it will meet the scholar's educational strengths and needs
- How such a program will specifically help the scholar learn English and meet age-appropriate academic achievement standards for grade level advancement
- The specific exit requirement for the program (i.e., transition to Reclassified Fluent English Proficient status)

- In the case of a scholar with a disability, how such SEI meets the objectives of the Individualized Education Program (IEP)
- Information pertaining to parental rights, which include the parental right to have their child immediately removed from SEI or any other LAP upon their request, and the option that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available
- Ensure that all scholars, including Emergent Bilinguals, have access to the core academic standards, including the English language Development Standards, and become proficient in English

In Vibrant Minds Charter School's Structured English Immersion (SEI) Program, Designated English Language Development (ELD) is delivered to Emergent Bilingual scholars on a daily basis for approximately 30 minutes, while IFEP (Initial Fluent English Proficient), RFEP (Reclassified Fluent English Proficient) and English Only (EO) scholars participate in other forms of expressive language (i.e., recitation of poetry, storytelling, speeches, and/or debate). Integrated ELD strategies and techniques are incorporated throughout the instructional day to deliver grade-level standards and content in a way that is comprehensible to Emergent Bilingual scholars. Integrated ELD strategies have the side benefit of providing clearer instruction to all scholars. Primary language support is also utilized when needed. Activities that promote a positive self-image and cross-cultural understanding are part of the curriculum.

Parents of English Learners may request an alternative program for their children. In a Transitional Bilingual Program, the scholars' primary language is used, with the goal of transitioning into mainstream English instruction as quickly as possible (typically, within three to four years). In a Dual Language Immersion Program, bi-literacy is the goal, and scholars are taught in two different languages with an agreed percentage split between English and a second language. However, for alternative programs to be offered, there needs to be 30 or more parents in the school who request a specific Language Acquisition Program. Then, to the extent possible, Vibrant Minds Charter School will offer the requested program. This is in accordance to Proposition 58.

Reclassified Fluent English Proficient (RFEP) scholars are initially designated as Emergent Bilingual scholars, but have met specific criteria in terms of performance on the ELPAC (English Language Proficiency Assessment) and mastery of grade-level standards. They are closely monitored through the sixth grade to ensure they continue to make academic progress as measured by informal and formal classroom assessments and standardized tests. The expectation is that they progress in a manner that is at least equivalent to their native English-speaking peers. If this does not occur, then additional instructional support must be provided.

Parents of Emergent Bilingual scholars are encouraged to participate in the English Learner Advisory Committee (ELAC) and School Site Council (SSC). Parents are also welcomed to attend Vibrant Minds Charter School Board Meetings. These three forums offer opportunities to provide input and make decisions regarding the development of the LCAP (Local Control Accountability Plan), including the provision of instructional approaches and resources for Emergent Bilingual scholars.

Excursions

Part of the uniqueness of Vibrant Minds Charter School is the highly enriched curriculum, including a variety of learning excursions. Parents will be asked to complete an Excursion Permission Slip at the beginning of the school year, which provides permission for your child to accompany his/her class on busing or walking field trips. Monthly, teachers will inform parents of various times the scholars will be transported off campus to locations such as the Anaheim Central Public Library, Anaheim Ice, Bowers Museum, California State University at Fullerton, Mother Colony House, Discovery Center, Muzeo, etc. For every field trip, there will be at least two adults present (i.e., teacher and instructional assistant). Based upon space availability, parents/guardians are also welcomed to attend.

Gifted and Talented Education Program (GATE)

In the spring of second grade, the scholars of Vibrant Minds Charter School are screened to determine if they qualify for GATE. Additionally, teachers and parents recommend scholars in Grades 3-6

for GATE testing. Our school uses the same high standard for GATE qualification as in the surrounding schools. Scholars need to score in the 98 percentile or above on a standardized test associated with IQ. If you do not want your child tested for GATE, please notify the director/assistant director with a written notification. The GATE Program focuses on trimester projects under the mentorship of a staff member. There is a strong emphasis on pursuing passion projects with Differentiation, Individualization, and Personalization (DIP) in mind. If you have questions, please contact your child's teacher or the director/assistant director.

Homework

Homework, if assigned appropriately, should be at each scholar's level, both academically and developmentally. Scholars in Transitional Kindergarten, Kindergarten, and Grade 1 may need direct support from parents/guardians to complete homework. However, in Grades 2-6, scholars should be able to complete their assigned homework independently. If an assignment is not at an appropriate academic or developmental level, parents/guardians may send a note with the scholar, and this will serve as a valid reason for an incomplete assignment. Additionally, if there is a special family event or an enriching experience that makes the completion of homework difficult, this will also be accepted as a valid reason with the verification of a note. There are many ways to learn in life, and the goal is to not let homework get in the way of other authentic learning experiences.

One form of homework that will be recommended as a daily activity is reading. At the younger ages, this involves someone at home reading orally to a child for 15 minutes or more. When a child is capable of reading independently, this should be expanded to 30 minutes or more of reading a book of his/her choice. Other forms of assigned homework will not exceed an additional 30 minutes, for a total of 45 minutes in Grades TK-1 and 60 minutes in Grades 2-6. If children are involved in the after-school Little Labs or Big Labs Program, time will be provided for homework completion.

Independent Study

Independent Study procedures apply to scholars who are absent for three days or more. Scholars who participate in the Independent Study Program must receive advanced approval from the director/assistant director and teacher by completing an Independent Study Agreement. This agreement enables scholars to receive attendance and school credit for work completed during their absence. The office coordinator will coordinate the Independent Study Agreement. The "due date" for an absent scholar's Independent Study assignments shall be the day the scholar returns to the classroom. Parties (teacher, parent, and scholar) are not obligated to enter into this agreement.

LOST/DAMAGED INSTRUCTIONAL MATERIALS

Vibrant Minds Charter School will provide all instructional materials free of charge to the scholars of the school. This includes textbooks, library books, specialized equipment, and technology. Scholars are expected to be responsible for the materials they use. However, if materials are willfully defaced or not returned, then parents/guardians are expected to pay the replacement cost for the materials. Payment will be arranged through the school office. To teach the value of taking care of materials provided by Vibrant Minds Charter School, it is recommended that the parents/guardians assign their child extra duties at home to earn the payment to replace the materials.

MANDATED REPORTERS

While everyone should report suspected child abuse, The California Penal Code provides that it is a crime for certain professionals and laypersons to not report suspected child abuse to the proper authorities. This legal mandate includes all staff members of a school, and staff members must be trained annually regarding their responsibilities as mandated reporters. School personnel are expected to report the known or suspected child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Additionally, school personnel are legally bound to prepare and send a written report within 36 hours of receiving the information concerning the incident.

California Penal Code 11172, subdivision (e) gives mandated reporters who report suspected cases of child abuse absolute immunity, both civilly and criminally, for making such reports. However, any mandated reporter who fails to report an instance of child abuse as required by the Child Abuse Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months or \$1,000, or both.

MEALS AND NUTRITION

The Family Nutrition Education Services Act requires Vibrant Minds Charter School to notify parents/guardians of the process for qualifying for nutritionally adequate free or reduced-price meals. Information about this program, as well as an application form, are provided to parents/guardians of every scholar enrolled in the school. Completion of the application is voluntary. However, all families are requested to complete the application or indicate on the form, "I decline consideration for this service." Information contained in the completed application will be used by school personnel to identify scholars eligible for specified services under the National School Lunch Program, which include free or reduced-price breakfast and lunch. Qualification for services is based upon specified family size and income standards. All information will be kept confidential. Parents/guardians are required to notify the office staff of all food allergies their child may have, as well as other types of dietary restrictions.

For scholars who bring snacks or lunches from home, sodas are not to be brought to school. Additionally, the snack and lunch should be proportionately appropriate for just the scholar since food cannot be shared with other scholars due to concerns about allergies. Any food brought from home cannot require the use of a microwave for heating since this cannot be made accessible to the scholars.

PARENTS' RIGHTS TO INFORMATION

Vibrant Minds Charter School provides information to parents/guardians in English and in their home language if 15% or more of the school's population require that specific language. For the 2022-2023 school year, Spanish meets this threshold. The school has also developed and adopted a policy with parents'/guardians' input that outlines the home/school partnership to educate the scholars attending the school. The completed document is entitled the "Parent/Guardian Involvement Policy," and it includes the "Home/School Contract." These documents are revisited and revised yearly by the School Site Council and Vibrant Minds Charter School Board. Parents'/guardians' language will not pose a barrier to their access to information from and full participation in the school. To this end, bilingual staff members are available in the office, as well as in many of the classrooms.

PESTICIDE NOTIFICATION

Parents/guardians shall be notified annually in writing of the names of all pesticide products expected to be applied at the school facility during the upcoming year. The notice will identify the active ingredient(s) in each pesticide product and shall contain the Internet address (<http://www.cpr.ca.gov/>) of the Department of Pesticide Regulation. The notice will provide parents/guardians an opportunity to register a request with the school to receive a 72-hour prior notice of the application of an individual pesticide.

PROMOTION/RETENTION

Typically, scholars will progress annually from one grade level to the next in sequential order. However, California State Law mandates that scholars meet grade level standards for promotion to the next grade level. Scholars who are struggling with the grade-level curriculum will be provided additional learning opportunities to help them meet the required standards. After a thorough analysis of each scholar's progress, recommendations will be made to promote or retain. The parents/guardians will be notified as early in the school year as possible if their child is at risk of retention. Retention of a scholar at a grade level may occur only after prior notification and explanation to the scholar's parent/guardian. Parents have a right to appeal the decision to retain.

If parents/guardians feel it would be beneficial to advance their child to a grade level beyond

his/her current grade level in the same school year, the following process should be followed. First, speak to the child's teacher. If the teacher agrees that the scholar needs to be challenged more academically, then request a meeting with the director/assistant director to discuss the scholar's placement. If the scholar has not already been identified as Gifted and Talented, ask that s/he be assessed for the program. At Vibrant Minds Charter School, GATE identification results in specialized teaching/learning in a GATE cluster rather than a separate class. An advanced scholar, whether GATE identified or not, may also attend a portion of the day in a grade level above his/her current grade level for academic areas requiring accelerated learning. If there is a need for a complete acceleration, then placement in a class that is one grade level above the Normal Grade Placement will be considered. However, it is important to consider the short-term and long-term social/emotional needs of the scholar, as well as the academic needs. The decision for accelerated grade advancement will be made with input and decision-making by the home and school.

PUBLIC LIBRARY CARDS

For the 2022-2023 school year, we will participate in a program with the Anaheim Public Library that provides every scholar with an electronic library card. This will give our scholars access to thousands of electronic books, as well as many other digital resources. It will be important for there to be a level of school/home supervision since the access includes books intended for adults. If you do not want your scholar to participate in this new program, please contact the school at 714-563-2390.

RECORDING DEVICES

Recording devices (e.g., tape recorder, still camera, or video camera) may not be used by any parent/guardian or visitor in a classroom or on the playground without a teacher's or director's/director's designee permission. This protects the privacy of the scholars as they learn and play, as well as the teacher as s/he teaches. During special events, such as assemblies and performances, a parent/guardian or visitor may use recording devices without permission from a teacher or director/assistant director.

Vibrant Minds Charter School's staff members will take pictures and videos of scholars on campus and during field trips. These pictures and/or videos may be used in various school publications and/or on the school's web page and Facebook. However, as a form of respect for each scholar's privacy, the pictures and/or videos will not include the scholar's name unless permission has been given by the parents/guardians. On occasion, outside media organizations may want to take pictures and/or videos to be used in publications and news segments. Again, the scholar's name will not be used unless parents'/guardians' permission has been given.

Under special circumstances, parents/guardians may feel a need to avoid public displays of a child's image. It is important to provide the school with a written request to avoid the publication of images. This request will be honored as much as possible. The only challenge may be group pictures or videos. However, if parents/guardians view a group picture including their child on display in a Vibrant Minds Charter School's publication, web page, or on Facebook, it will be removed as quickly as possible after being informed by the parents/guardians.

SCHOLAR RECORDS

During your child's education, Vibrant Minds Charter School will maintain comprehensive records. Parents/ guardians may make a written request to review these records during regular school hours. After reviewing the records, parents/guardians may file with the director/assistant director a written request to correct or remove from his/her child's records any information concerning the child which is alleged to be inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or not based on the personal observation of a named person with the time and place of the observation noted.

These records are secured to protect the privacy of the scholars and their families. The following procedures are in place:

- Vibrant Minds Charter School's office staff shall be responsible for the security of scholars' records and shall maintain a log of persons accessing such records.
- Access to the records is limited to individuals, officials, or organizations with a legitimate educational interest in the scholars.
- No information shall be released when parents/guardians have notified Vibrant Minds Charter School not to release such information.
- Access to a scholar's records and information shall not be denied to a parent because s/he is not the child's custodial parent.
- Those granted access are prohibited from releasing information to another person or agency without written permission from the parents/guardians.
- Vibrant Minds will not release information about a homeless scholar unless a parent has given written consent that such information may be released.
- Vibrant Minds does not ask for and will not divulge information regarding citizenship, immigration status, place of birth, or national origin unless there is parental consent or a court order.

Access to Records without Parents'/Guardians' Consent

There are occasions when a school is mandated to release a scholar's records, even without parents'/guardians' consent. These include the following situations:

- A judge or probation officer may access a scholar's records without parents'/guardians' consent to present evidence in a truancy petition or to conduct a truancy mediation program for a scholar. The judge/probation officer must provide written certification that records shall be used for truancy purposes only.
- Any county placing agency may access a scholar's records for educational case management required by the juvenile court to assist with school transfer or enrollment.
- Vibrant Minds Charter School shall release directory information or a scholar's records to law enforcement officials conducting a criminal investigation or the minor scholar's counsel of record without parental consent.

Transfer of Records from School to School

Whenever a scholar transfers from one school to another, the former school shall transfer the scholar's permanent records to the school where the scholar intends to enroll. This transfer of records is initiated by the receiving school. Vibrant Minds Charter School, upon the registration of a new scholar, will inform the parents/guardians of their right to view the received records and challenge the contents of the record. The notification of the parents'/guardians' rights in this area is provided in this Home/School Handbook.

A complaint may be filed with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

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

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Copies of the School Accountability Report Card (SARC) will be posted on the website for Vibrant Minds Charter School (<http://www.vibrantminds.us>). A paper copy of this document will also be available upon request. The SARC includes an assessment of the school conditions specified in California Education Code Section 33126. It also includes an annual report on the status of the Comprehensive Safe School Plan for Vibrant Minds, including a description of its key elements. Because of the need to not fully disclose all aspects of the Comprehensive Safe School Plan to those who may use the details to do harm to our scholars and/or staff, the document is on file rather than posted to the school's webpage.

SCOOTERS, SKATES, SKATEBOARDS, AND BICYCLES

Unless a special case is made by parents/guardians, scooters, skates, and skateboards are not permitted at Vibrant Minds Charter School. An exception occurs if parents/guardians are with their child while s/he uses a scooter, skates, or a skateboard on his/her way to or from school. But, the parents/guardians must then take possession of these devices to avoid having them remain on campus. Scholars may ride bicycles to school in Grades 4, 5, and 6. In order to maintain this privilege, scholars must follow the bicycle safety rules below:

- Wear a bicycle helmet per California Vehicle Code (Section 21212)
- Know and follow bicycle traffic laws
- Determine with parents/guardians a safe route to school
- Park and lock bicycle in the designated area on Vibrant Minds Charter School's campus
- Remain away from bicycle area during school hours
- Walk bicycle to and from bike rack, and do not ride bike on any part of the school's facilities

SEX OFFENDER INFORMATION (MEGAN'S LAW)

It is law enforcement's responsibility to notify parents/guardians and other community members about the presence of a "high risk" offender. If the director/assistant director of Vibrant Minds Charter School believes parents/guardians should be notified of the presence of either a "high risk" or "serious" sex offender in the community, Vibrant Minds Charter School shall contact local law enforcement to request a broader notification.

SPECIAL EDUCATION

Partnership with the El Dorado SELPA

For the 2022-2023 school year, Vibrant Minds Charter School will be under the El Dorado SELPA (Special Education Local Plan Areas), which is also joined by many charter schools throughout California. Vibrant Minds Charter School provides its own Special Education Services on campus.

Definition

"Special Education" means specifically designed instruction that is provided to scholars with exceptional needs when those needs cannot be met with modification of the regular instructional program. This instruction and related services are provided at no cost to the parents/guardians. Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between scholars with disabilities and scholars who are not disabled in a manner that is appropriate to the needs of both. Special education provides a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment. Parents/guardians are entitled to receive a full explanation of procedural safeguards upon referring their child for an evaluation to identify possible exceptional needs. Parents/guardians are entitled to a description of any proposed action regarding their child and the basis for such action. They are entitled to give voluntary consent for educational evaluation and placement and to participate in instructional planning meetings for their child.

Reasonable Accommodation: Accessibility of Programs

Interested persons, including vision or hearing-impaired persons, can obtain information regarding services, activities, and facilities that are accessible and usable by handicapped persons in order to provide access to educational programs and extracurricular activities.

Child Find

Under Federal law, each SELPA is charged with the responsibility to seek, locate, identify, and

screen all children who are in need of special education services, even before children begin school. Information regarding special education programs and the referral process for children who have not entered school yet is available by contacting the SELPA in your residential area, which can be found at the following link: <http://www.ocde.us/SPED/Pages/SELPAS.aspx>.

Procedural Safeguards

Parents/guardians of scholars with disabilities have the right to examine relevant records and to an impartial hearing and review procedure.

Opportunity to Present Complaints

Individual with Disabilities Education Act (IDEA) grants parents/guardians an opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child. Parents/guardians are encouraged to file their complaint directly to Vibrant Minds Charter School through the director/assistant director. A meeting will be scheduled to discuss the complaint. The complaint will then be investigated in a timely manner and an attempt made to resolve the concerns. If the dispute remains unresolved, either the parents/guardians or the school may refer the case for dispute resolution. Such a request should be filed with the director/assistant director, who will work in partnership with designated parties in the EI Dorado SELPA.

Dispute Resolution/Mediation

It is the intent of the Legislature that parties to special education disputes be encouraged to seek resolution through mediation prior to filing a request for a due process hearing. It is also the intent of the Legislature that these voluntary mediation conferences be an informal process conducted in a non-adversarial atmosphere to resolve issues to the satisfaction of both parties. If the mediation conference fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a state-level hearing. Any individual, public agency, or organization may file a complaint if it is believed that the school and/or partnering district is not complying with federal or state laws or regulations pertaining to Special Education and related services for a child. A review of the complaint will be made in a timely fashion. A complaint must be in writing and all relevant facts specified. A complaint should be filed with Vibrant Minds Charter School, the EI Dorado SELPA, or the federal or state government at the following addresses:

**Director of Vibrant Minds Charter School
412 W. Carl Karcher Way
Anaheim, CA 92801**

**EI Dorado County Charter SELPA
EI Dorado County
Office of Education
Placerville, CA 95667**

**State Superintendent of Public Instruction
California State Department of Education
Compliance Unit, 721 Capitol Mall
Sacramento, CA 95814**

**United States Department of Education
Office for Civil Rights
Old Federal Building, 50 United Nations Plaza
San Francisco, CA 94102**

If further information is desired regarding the rights of disabled students and their parents/guardians or the complaint procedure, call the EI Dorado SELPA at (530) 295-2462 or the Orange County Department of Education.

Federal Medicaid Reimbursement

Vibrant Minds Charter School, in cooperation with the California Departments of Health Services and Education, has a program to allow our school to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible scholars at school. In accordance with established guidelines, you are being notified that eligible records may be forwarded to the appropriate billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with Vibrant Minds Charter School that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act). School health services currently provided to all scholars will not be changed by this program. Scholars will not be denied services they require to attend school, and parents/guardians will never be billed for services by Vibrant Minds Charter School.

Section 504 Rehabilitation Act/Nondiscrimination

Vibrant Minds Charter School does not discriminate on the basis of race, color, national origin, actual or perceived sex (including sexual harassment), disability, or age in any of its policies, procedures, or practices in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to disability), and the Age Discrimination Act of 1975 (pertaining to age). This nondiscrimination policy covers admission and access to, and treatment and employment in, Vibrant Minds Charter School programs and activities. No otherwise qualified individual in the United States shall, solely, by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Rehabilitation Act of 1973 defines a person with a disability as anyone who has a mental or physical impairment that substantially limits one or more major life activity. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This includes a person who has a record of such impairments, or is regarded as having such impairments.

To fulfill its obligation under Section 504, Vibrant Minds Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and scholars. No discrimination against any person with a disability will knowingly be permitted in any the programs or practices in the school. Vibrant Minds Charter School has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the scholar is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parents/guardians disagree with the determination made by the professional staff of the school, they have a right to examine relevant records and a right to a hearing with an impartial hearing officer.

Inquiries regarding the equal opportunity policies, the filing of grievances, or the obtaining of a copy of the grievance procedures covering discrimination complaints may be directed to:

**Director of Vibrant Minds Charter School
412 W. Carl Karcher Way
Anaheim, CA 92801**

Vibrant Minds Charter School recognizes its obligation to provide overall program accessibility for disabled persons. Contact the Vibrant Minds Charter School director/assistant director to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons.

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or Vibrant Minds Charter School's compliance with those provisions may also be directed to:

Office for Civil Rights

**U.S. Department of Education
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA 94102**

STAFF CONDUCT WITH SCHOLARS

Vibrant Minds Charter School expects staff members to establish positive and caring relationships with scholars, but within appropriate boundaries. This includes both on and off campus interactions with scholars. Behaviors that are never acceptable include harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a scholar; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a scholar; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a scholar; or engaging in child abuse. It is also inappropriate for staff members to tickle, wrestle with, pick up, etc. a scholar. If a scholar hugs a staff member, the staff member may return the hug, but then quickly disengage. It is inappropriate for a staff member to “friend” scholars under the age of 18 on social media; play video games with scholars outside of school hours; and/or ask for an invitation to a scholar’s activity, sports game, performance, etc. This does not preclude a staff member from accepting an unsolicited invitation from parents/guardians to attend a scholar’s activity, sports game, performance, etc.

A staff member, volunteer, or parent/guardian who observes or has evidence of inappropriate conduct between a staff member and a scholar shall immediately report such conduct to the director/assistant director. A staff member who has knowledge of or suspects child abuse shall file a report in accordance with the school’s child abuse reporting procedures.

Any staff member who is found to have engaged in inappropriate conduct with a scholar in violation of this policy or law shall be subject to disciplinary action, including the possible loss of employment.

STATEWIDE TESTING NOTIFICATION

Every year, California scholars take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of each scholar’s learning. As a parent, you can use the results to identify where your scholar is doing well and where s/he may need more support.

Your scholar may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their scholars from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

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

- Who takes these tests? Scholars in Grades 3–8 and Grade 11.
- What is the test format? The Smarter Balanced assessments are computer-based.
- Which standards are tested? The California Common Core State Standards.

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

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

CAASPP: California Science Test (CAST)

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

CAASPP: California Alternate Assessment (CAA) for Science

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

CAASPP: California Spanish Assessment (CSA)

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

ELPAC

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

Alternate ELPAC

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

Physical Fitness Test

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

TECHNOLOGY

Vibrant Minds Charter School provides Internet services to scholars and staff, as well as parents/guardians volunteering in the school. Access is important since many educational resources are available on the Internet, and scholars need to be able to use learning resources, complete research assignments, and collaborate with others via the Internet. Teachers set specific guidelines for appropriate classroom use of technology and review them with their scholars on a regular basis.

Filtering

To comply with the Children's Internet Protection Act (CIPA), Vibrant Minds Charter School has network filters in place to guard against access to inappropriate material on the Internet. While extremely effective, no system is entirely reliable. Therefore, scholars do not have access to the Internet without

adult supervision at the school. Even then, it is impossible for the school to restrict access to all advertising and controversial materials. We support and respect parents'/guardians' right to decide whether or not to permit their child's access. Additionally, parents/guardians have access to what their scholars view on the Internet at school through a provided report.

Cyberbullying, Internet Safety, Social Networking, and Activity Monitoring

Both CIPA and the Broadband Data Improvement Act require schools that receive federal E-Rate funds to educate minors on appropriate online behavior, including cyberbullying awareness/response and interacting with other individuals on social networking sites and in chat rooms. Vibrant Minds Charter School complies with the CIPA requirement to monitor online activities of all minors. State Education Code defines harassment or bullying by electronic means equivalent to harassment or bullying by physical or verbal means and can therefore be punished by suspension or expulsion.

Technology Instruction

Teachers use technology regularly with meaningful activities that support the classroom curriculum. The computers are equipped with software that has been carefully selected by education technology specialists to provide curricular support across all content areas. Classrooms have access to Internet-connected computers. The intent is to empower scholars and teachers to explore a multitude of learning activities, libraries, databases, museums, etc., and to communicate with other Internet users around the world. A teacher is always present when scholars are on the Internet. When applicable and practical, teachers will preview web sites used in instruction prior to the lesson or activity.

The Internet provides access to a variety of communication tools for use in the classroom. While Vibrant Minds Charter School blocks or filters access to many websites, we understand that scholars need to be prepared to deal with the technologies they encounter online. Therefore, teachers will educate scholars about appropriate online behavior, cyberbullying, and interacting with other individuals on social networking websites and in chat rooms.

Scholars without Parents'/Guardians' Permission to Use the Internet

Scholars without permission to use the Internet will be assigned alternative work in another location and will not learn online encyclopedia research and online information literacy skills, as well as cyberbullying awareness, online behavior, and social networking interaction. Vibrant Minds Charter School also utilizes Internet-based mathematics and reading programs, and an online streaming video service that teachers use to show educational videos about subjects they are teaching. Scholars who are not allowed on the Internet will not have the same learning experience as other scholars in the classroom. If a parent/guardian does not want their child on the Internet for educational purposes, they must make the request in writing to the director/assistant director of Vibrant Minds Charter School.

Internet Agreement

A scholar is authorized to use Vibrant Minds Charter School's online services with the staff's supervision when the scholar and his/her parents/guardians read, discuss, and agree to the following:

Responsible Use

- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of Vibrant Minds Charter School.
- Scholars must behave ethically and responsibly, and they must only access technology when supervised by a Vibrant Minds Charter School staff member.
- Copyright laws will be followed when utilizing, modifying, downloading, or installing computer programs, files, or information belonging to others.
- Wasting or abusing school resources through unauthorized system use (e.g., playing online games, downloading music, watching video broadcasts, etc.) is prohibited.

- Altering computers, networks, printers, or other equipment is prohibited, except as directed by a staff member.
- Scholars must keep all personal information private and not place it on the Internet or in electronic communications.
- Scholars must immediately tell the teacher or another adult if they receive any messages that are inappropriate or make them feel uncomfortable.
- Scholars must not log into an account other than their own.
- If scholars find an inappropriate site or image, they must immediately minimize the program and contact the teacher or staff member supervising them.
- Scholars will create, publish, submit, or display materials/media that are specific to classroom instruction or projects approved by the teacher. Materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal are prohibited and must be reported immediately.
- Scholars may use devices to record, transmit, or post photographic images, sound, or video only for educational purposes when directed by school staff.
- Scholars shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Vibrant Minds Charter School's network will filter all Internet use, and scholars will not attempt to bypass any filtering.
- Devices may only be used to access files on computer or Internet sites that are relevant to the classroom curriculum. Games are only permitted when allowed by staff.
- Vibrant Minds Charter School's staff may review files and communications to ensure responsible use.
- Any bullying or harassment that is done at any time (on or off campus) with a computer or any type of communications device will result in discipline at school up to and including expulsion, legal action, or prosecution by the authorities.

Bring Your Own Device Standards for Responsible Use

- When allowed to use personal devices, scholars must use Vibrant Minds Charter School's filtered wireless network during the school day on personal electronic devices. Scholars may not use personal data plans while at school.
- Scholars' cell phones and other electronic devices are only allowed to be used on campus with permission from the teacher or site administrator.
- Scholars assume the risk if they bring personal devices to school. The school will not investigate or look for lost/stolen devices.
- Scholars' cell phones and other electronic devices will be in the off position during testing or assignments unless allowed by staff.
- Scholars may only print from personal devices when allowed by staff.
- Vibrant Minds Charter School has the right to collect any device that is suspected of causing problems that violate either a school rule or law of the state of California as defined in the California Education Code.

Consequences for Violation

- Suspension or revocation of information network access and privileges
- Suspension or revocation of computer access
- School suspension or expulsion
- Legal action and prosecution by the authorities

Publishing Student Work on the Internet

The Internet provides Vibrant Minds Charter School with a way to highlight scholars' accomplishments. There will be opportunities to publish scholars' work and share photographs and videos of special school events. Parents/guardians need to understand that their child's work and participation in events (written, video, or photograph) may be published on the Internet. However, unless permission is given, the scholar's name will not be associated with the work or participation in an event. If parents/guardians do not want their child's work or image to appear online, please make the request in writing with the director/assistant director of Vibrant Minds Charter School.

Parents'/Guardians' Acknowledgement

Via the Vibrant Minds Charter School's Home/School Handbook, I have been informed of the expectations regarding Internet use. If my child does not follow these rules, I understand that s/he will face appropriate discipline by school personnel and/or be subject to legal action.

TITLE I REQUIREMENTS

Because Vibrant Minds Charter School has scholars who qualify for Title I Services (approximately 65%), the school has developed and submitted a Single School District Plan. In order to qualify for Title I Funds, the following practices must be in place.

Required Communications

- A school receiving Title I funds must annually inform parents/guardians of their right to request information regarding the professional qualifications of their child's teacher including, at a minimum:
 - Whether the teacher has met state credential or license criteria for grade level and subject matter taught
 - Whether the teacher is teaching under emergency or other provisional status
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held
 - Whether the child is provided services by paraprofessionals, and, if so, provide their qualifications
 - Whether their child is taught for four consecutive weeks by a teacher who is not "highly qualified"
- Notify parents/guardians promptly if their child's school is identified for school improvement, which results in the following forms of communication
 - Explain any corrective action taken
 - Notify parents/guardians of their option to transfer their child to another public school
 - Notify parents/guardians of the availability of supplemental educational services and approved service providers
- Develop jointly with and distribute to parents/guardians a written Parent Involvement Policy

Parent/Guardian Involvement

Parent/guardian involvement is essential under Title I, which is designed to improve the academic achievement of disadvantaged scholars with an effective home/school partnership. Title I programs, activities, and procedures shall be developed and agreed upon with parents/guardians of participating scholars.

The director/assistant director of Vibrant Minds Charter School will implement the following:

- Involve parents/guardians in the joint development of the school's Title I plan and the process of school review and improvement of the plan
- Provide the coordination, technical assistance, and other support necessary to plan and implement effective parent/guardian involvement activities to improve scholar's academic achievement and school performance
- Build the capacity for strong parent/guardian involvement
- Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs
- Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the Parent Involvement Policy in improving the academic quality of the school served by Title I, including:
 - Identifying barriers to greater participation by parents/guardians in parent involvement

- activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - Using evaluation findings to design strategies for more effective parent involvement
 - If necessary, revising school parent involvement policies
- Involve parents/guardians in the activities of the school
- This policy shall be distributed to parents/guardians of participating students and incorporated into Vibrant Minds Charter School Title I plan.

TRANSPORTATION

While there is no transportation to and from Vibrant Minds Charter School, there are frequent field trips that may require bus transportation. It is important that the scholars make appropriate choices while being transported on the bus. Rules include:

Bus Loading and Unloading

- When the bus comes to a complete stop and the driver opens the door, move forward and avoid pushing or shoving.
- Wait for the driver to escort you if you must cross a street.
- Hold onto the handrail as you go up and down the steps.
- Do not crowd the aisle.

Riding the Bus

- Put on your seatbelt.
- Face forward always.
- Remain in the same seat, and stay seated at all times.
- Keep your hands, feet, and objects to yourself.
- Do not eat, drink, or chew gum.
- Talk quietly to people in your same seat.
- Open or close windows with the driver's permission only.
- Keep hands, arms, and head inside the bus.
- Do not hold or throw any object outside of the bus.

Security Cameras on Buses

Buses for field trips are currently contracted through the Anaheim Union High School District. The district may exercise its right to install security cameras on buses used for scholar transportation. If security cameras are in use on a school bus, signs will be posted in clear view alerting scholars, employees, and others stating the following: "All activity on this bus may be photographed or recorded."

Consequences

The safety of the Vibrant Minds Charter School's scholars is of the utmost concern, and this is especially critical when it involves bus transportation. If a scholar persists in behaving unsafely on the bus, a parent/guardian conference (either by phone or in person) will be initiated. During the conference, a plan of action will be developed. In rare situations in which the plan of action does not positively alter the scholar's behavior, s/he may lose bus privileges. Then, when there are field trips, the parents/guardians will need to transport their child, or s/he will miss the field trip.

UNIFORM COMPLAINT PROCEDURES

Vibrant Minds Charter School is responsible for compliance with applicable state and federal laws and regulations. The school has adopted policies and procedures for the investigation and resolution of complaints alleging failure to comply with applicable state and federal laws. Copies of Vibrant Minds

Charter School's complaint procedures are available free of charge. The director/assistant director of Vibrant Minds Charter School will serve as the school's compliance officer and will monitor the implementation of the school's uniform complaint procedures. Any complaints or allegations regarding noncompliance with applicable state and federal laws must be submitted in writing to the director/assistant director. Vibrant Minds Charter School also maintains a procedure for registering a complaint regarding the performance or behavior of a teacher or other staff members. Typically, concerns are expressed and resolved by holding a conference with the director/assistant director of the school.

Scope of Uniform Complaint Procedures

The uniform complaint procedure is applicable to the following programs administered by the California Department of Education, as well as areas identified in the Williams Lawsuit:

- After School Education and Safety
- Bilingual Education
- Childcare and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, and Children of Military Families
- English Learner Programs
- Every Student Succeeds Act
- Insufficient or Poor Condition of Educational Materials
- Local control and Accountability Plans (LCAP)
- Migrant education
- Physical Education Instructional Minutes
- Pupil Fees
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Teacher Vacancy or Misassignment
- Tobacco-Use Prevention Education
- Vocational Education
- Unsafe facilities

This procedure also applies to complaints that allege unlawful discrimination in any program or activity conducted by Vibrant Minds Charter School on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Who May File a Complaint

A complaint may be filed by an individual, including a person's duly authorized representative or any interested third party, public agency, or organization. Individuals who may file complaints include Vibrant Minds Charter School's scholars, employees, and parents/guardians. Vibrant Minds Charter School provides assurances regarding protection against retaliation and provisions of confidentiality.

Filing a Complaint and Timeline

A written complaint alleging unlawful discrimination shall be filed by one who alleges that s/he has personally suffered unlawful discrimination, or by one who believes an individual or any specific class of individuals has been subjected to prohibited discrimination and evidence relevant to the complaint can be presented during the process. A complaint alleging unlawful discrimination shall be filed with the director/assistant director of Vibrant Minds Charter School. This must occur no later than six months from

the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination. A complainant may file a written request for an extension of time for filing a complaint of unlawful discrimination with the State Superintendent of Public Instruction. Vibrant Minds Charter School has 60 days from the date the complaint is received to investigate and render a decision.

Appeals

Any complainant(s) may appeal a Vibrant Minds Charter School's decision to the State Superintendent of Public Instruction by filing a written appeal with the Superintendent within 15 days of receiving Vibrant Minds Charter School's decision. The complainant shall specify the reason(s) for appealing the school's decision. The appeal shall include a copy of the original complaint and the school's decision.

Civil Law Remedies

A complainant is not required to exhaust the Vibrant Minds Charter School's Uniform Complaint Procedure prior to pursuing civic law remedies. Civil law remedies include legal and equitable actions filed in California and Federal courts. Statutory authority for such actions includes, but is not limited to, the following:

- California Education Code Sections 200, et seq. prohibition of sex discrimination
- California Government Code Sections 11135 prohibition of discrimination in programs funded by the state
- Title VI, Civil Rights Act of 1964 (42 U.S.C. Section 2000d) prohibition of race, color, or national origin discrimination
- Title IX, Education Amendments of 1972 (20 U.S.C. Sections 1681, et seq.) prohibition of sex discrimination
- Sections 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) prohibition of discrimination of disabled persons
- Americans with Disabilities Act (42 U.S.C. Sections 12101, et seq.) prohibition of discrimination against disabled persons

Direct State Intervention

A complaint may be filed directly with California Department of Education, without first exhausting the Vibrant Minds Charter School's Uniform Complaint Procedure, if one or more of certain conditions exist (Title 5 California Code of Regulations Section 4650). For more information regarding the right to direct state intervention, please contact the school's Complaint Officer.

Federal Review Rights

If the California Superintendent of Public Instruction elects to withhold funds from Vibrant Minds Charter School in a program governed by federal regulations relating to state-administered federal grant programs, the school has a right to appeal pursuant to 34 Code of Federal Regulations Section 76.401.

Additional Information

For more information regarding Uniform Complaint Procedures or assistance with the process, please call or contact:

**Vibrant Minds Charter School
412 W. Carl Karcher Way
Anaheim, CA 92801
Attention: Director/Assistant Director**

VOLUNTEERS

Vibrant Minds Charter School actively encourages volunteerism in order to provide additional support and enrichment to the scholars and assistance to the staff. Volunteers include parents/guardians, college scholars, senior citizens, and other individuals that wish to give the gift of their time and talents. Vibrant Minds Charter School has different requirements for Tier 1 and Tier 2 volunteers. The requirements are prompted by a desire to ensure the safety of the scholars on campus.

Tier 1 Volunteers – Direct Support

Tier 1 Volunteers may provide direct support to the scholars, with and without direct supervision by the staff. The direct support includes activities such as:

- Providing childcare
- Chaperoning an overnight excursion
- Tutoring for academics
- Coaching for sports
- Mentoring in area of interest/talent
- Serving as a field worker or student teacher

To serve as a Tier 1 Volunteer, the following requirements must be met:

- Finger printing through Live Scan Service
- Tuberculosis clearance within a six-month period
- Sign in and out at the office, and wear a volunteer badge

Tier 2 Volunteers – Indirect Support

Tier 2 Volunteers work under the direct supervision of the Vibrant Minds Charter School staff member, and they have limited contact with the scholars of the school. The indirect support includes activities such as:

- Supporting F.A.S.T. (Family and Staff Team)
- Supporting the SSC/ELAC (School Site Council and English Learner Advisory Committee)
- Chaperoning on a daytime field trip under the direct supervision of staff
- Providing office support
- Working on maintenance projects at the school
- To serve as a Tier 2 Volunteer, it is necessary to sign-in and receive a visitor's badge through our electronic visitor management system.