



EST. 2003

The **Springstone**  
Middle & Community High  
School

**Parent Handbook  
Community High School  
Academic Year  
2021-2022**

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*The Springstone School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at our school and does not discriminate on the basis of race, color, and national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*

## Welcome to the 2021-2022 Academic Year!

We would like to extend a warm welcome to our new students and families and a welcome back to our returning students and families! The last sixteen months pushed everyone's resiliency, grit, and while we are not quite in the clear, we are hopeful to be back in person full time for the 2021-2022 academic year!

While we wait for continued guidance from the State and Contra Costa Public Health Department, we are anticipating having students on campus for our start date, August 11, 2021. We will continue to share updates through the summer as we work on plans that are sustainable to students, teachers, and parents alike while following mandated guidelines. At this time masks are still required indoors in all K-12 schools, but not required when outdoors and we will follow this guideline. We are grateful to get back to the business of education in person; making sure your student has the best education and experience while keeping our community as safe and healthy as possible.

We are excited to announce the addition of new technology to the campus! We have new 2021 Samsung Chromebooks for each student to start the year and we have also secured a Smart Board for our High School program! Thank you to our continually supportive community for a successful fundraising campaign this Spring; we know that times are challenging for everyone and it is not lost on us that we have an exceptionally fantastic group of people supporting us when there are many worthy organizations out there doing great work. Thank you!

Enclosed in this handbook are the school calendar and policies that relate to the intake packet. Please read through your Parent Handbook carefully and go over the calendar to make note of important dates and events. The Springstone team attempts to send out regular email updates, however it is your responsibility to keep track of events and dates that require your presence. Please try to schedule all vacations and doctor's appointments during off hours. Attendance every day matters and we want our students in classes as much as possible for their success.

Students are assigned textbooks throughout the year. You will be responsible for damaged or lost textbooks. Students are required to purchase their own workbooks for classes and pay a minimal fee to help with the costs of Access. Please see the school supply list for this information. These lists will be sent closer to the start of the academic year. Fees are due the first week of school.

In addition to the Parent Handbook you will receive an intake packet. Please review the intake packet carefully as there are several forms that require signatures. Please fill out, sign all forms, and return with current immunization records via email **before the start of school, Tuesday, August 10, 2021**. Parent exemptions letters are no longer accepted. No proof of immunizations means your child will not be allowed to enter school. Please make sure you submit an up-to-date immunization record for your child with your intake packet or otherwise as soon as possible. At this time, the COVID-19 vaccination is not a requirement (from state or school) but highly recommended, and there is a form included to indicate if your student has been vaccinated included in our packet this year.

Springstone utilizes the "Parent Portal" section of our website for sharing pertinent documents with you. Go to [www.thespringstoneschool.org](http://www.thespringstoneschool.org), under the "Contact" section, drop down to "Parent Portal" and use the Password: **blueshark21** for entry.

The best way for us to continue to stay healthy and safe is to practice good hygiene. Please reinforce good habits – wash your hands, cover your mouth when you cough or sneeze, use your personal protective equipment and maintain social distancing. Be sure your student has plenty of clean masks with them to use throughout the day on campus too.

We look forward to having not only a safe and healthy new academic year, but to having a successful and fulfilling one with deeper connection and growth!

Thank you,

The Springstone School

### **Mission Statement**

The Springstone School is an independent non-public school that promotes and develops academic, social and vocational skills for students with Executive Function Disorders, such as Asperger's Syndrome, Non-verbal Learning Disability (NLD), PDD, ADHD and Tourette's Syndrome. All instruction integrates pragmatic language, occupational therapy, organizational skills and life skills in the classroom and in the community. We believe that these students can develop successful strategies for use in academic and social settings if they are part of a community that understands, accepts, and challenges them. We prepare students for work, college, and adulthood through intensive, individualized instruction in small, structured classrooms. We value individuals for their talents and skills and believe that each individual can contribute successfully to society and have a meaningful and productive life.

### **Educational Philosophy**

The Springstone Community High School (SCHS) serves students with neurocognitive challenges that affect their ability to organize and prioritize information and to make meaningful social connections. We believe our students will develop strategies for use in academic and social settings if they are part of a community that understands, accepts, and challenges them.

Executive function disorders are defined by processing deficits that negatively impact consistent academic production and favorable social outcomes. The Springstone Program integrates pragmatic language, occupational therapy, organizational skills and life skills in the academic classroom as well as in activities that take place out in the community. The program aims to strengthen skills by emphasizing process to improve production.

SCHS students learn organizational and planning skills within the context of a rigorous high school curriculum that exceeds the framework of the newly adopted Common Core curriculum standards. Small structured classrooms allow for individualized instruction, collaboration, discussion and conversation within multiple modalities. We use a wide variety of written materials including textbooks, journal articles, and web resources. Students have access to electronic media such as videos, books on tape, music, interactive websites, and computer software.

We have the following goals for all our students:

- Acquire a common core of broad and diverse knowledge;
- Plan, start, finish and evaluate individual and collaborative efforts
- Demonstrate effective communication skills
- Demonstrate responsibility, flexibility, resiliency in personal, school, and community contexts.
- Develop self-advocacy and self-management skills to achieve school and life success.

## SCHS Community Access™ Program

The SCHS Community Access Program, designed by the co-founders of the school, challenges students in both academic and social endeavors. Students acquire and practice pragmatic language skills during academic and elective classes, and during daily experiential activities. Approximately every six weeks, students participate in a weeklong Community Access Program where they practice and use life skills that have been previously addressed.

Each student's individualized Community Access Program helps him or her to develop self-awareness, social-awareness and decision-making skills through group and individual activities. Activities and instruction occur both on and off campus and serve to promote life skills development and to enhance academic knowledge. These activities focus on conversation, vocation aptitudes, critical thinking, self-advocacy, recreational interests and volunteer work. During eleventh and twelfth grade, students set career objectives. They survey college and vocational training programs and practice the life skills necessary to achieve their goals. Students are assisted in finding after-school jobs and/or volunteer opportunities. During twelfth grade, this transition work intensifies in daily experiential group seminars.

The following list of goals are for all our students so that they can become functional and valued members of their community:

- Develop self-awareness and self-management skills to achieve school and life success;
- Use social-awareness and interpersonal skills to establish and maintain positive relationships;
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts;
- Use oral expressive language to support opinions and describe events;
- Use socially appropriate pragmatic discourse with peers and authority figures;
- Demonstrate proper muscle tone, endurance, and flexibility;
- Use of meta-cognitive skills.

The SCHS Community Access program is emphasized by chapters. Our chapter titles are Team Building, Community Service, Expressive Arts, Organization and Planning, Academic Education, and Job Skills. The following are examples of what students may be required to do during a typical experiential week.

Monday	Team building ropes course
Tuesday	Team building ropes course
Wednesday	Volunteer at Heather Farms
Thursday	Rock Climbing
Friday	Wrap up and group activities on campus

During the regular school week students have a class that will focus on skills necessary to meet high school goals. This class may include a study skills session, life skills training, vocational training, and professional skill development.

Students are expected to participate in **all** Community Access days. **These days are not days that can be made up through independent study.** Students will be graded and receive credit for Community Access, therefore attendance is vital. Unexcused absences earn a grade of zero. Your support and follow-up is essential.

### **SCHS Community Access Program and SCHS Elective Classes**

The SCHS Community Access Program (Access) challenges students in both academic and social endeavors. Students acquire and practice pragmatic language skills and social-emotional skills during academic and elective classes, and during daily experiential activities and periodic weeklong experiential programs. As students advance through the curriculum, the program progressively becomes more challenging. Students are expected to participate in all Community Access Program days, these days are not days that can be made up through independent study.

Elective classes for each grade are designed to supplement the Community Access Program but the two are graded separately. The Access grade on each student's report card is dependent on the student's performance in two class periods per week and during the weeklong experiential programs.

### **2017-2018 Sample Curriculum**

<b>Grade</b>	<b>1st Semester elective</b>	<b>1st Semester Tuesday class</b>	<b>1st Semester Friday class</b>	<b>2nd Semester elective</b>	<b>2nd Semester Tuesday class</b>	<b>2nd Semester Friday class</b>
<b>9</b>	School-Connect	Hodge-Podge	Hodge-Podge	Art	School-Connect	Games
<b>10</b>	Health	School-Connect	Games	Home & Community	School-Connect	Chores
<b>11</b>	Art	School-Connect	Chores	Project-Based Learning	School-Connect	Hodge-Podge
<b>12</b>	Project-Based Learning	Mon, Tue, Thu, Fri Access Class	Mon, Tue, Thu, Fri Access Class	Home Economics	Mon, Tue, Thu, Fri Access Class	Mon, Tue, Thu, Fri Access Class

### **Elective and Access Grades**

All elective classes are graded as an independent class and will appear in the grade book with a letter grade and a written narrative that explains what was covered during the quarter and how each student performed.

Access class grades: A student can earn up to ten participation points during each of the two hour-long class periods/week by following directions, having a positive attitude and trying new things. These points are combined with the points students achieve during Community Access Weeks, when students earn up to 50 points a day. (Because 12<sup>th</sup> graders meet for Access class four hours/week instead of just two hours/week, their grade will include participation points from all four classes.)

#### Ninth Grade:

ACCESS CLASS (Semester 1) – Students have two class periods per week that we call “Hodge-Podge”. This is a variety of activities designed to challenge students with peer interactions while practicing using fine motor skills or problem-solving skills.

ELECTIVE (Semester 1) – Ninth graders begin their high school program with an elective called School-Connect. *School Connect: Optimizing the High School Experience* is a 40-lesson curriculum which is designed to improve the social, emotional, and academic skills of high school students and strengthen relationships between students and teachers as well as among students. The curriculum is built upon five social and emotional competency areas: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making. These are the areas identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) as being crucial to the creation of a common language and goals for social and emotional learning.

ACCESS CLASS (Semester 2) – One of the class periods that makes up part of the Access grade follows a supplemental curriculum of the School-Connect Program; the other is Games, a class period designed to help strengthen social skills.

ELECTIVE (Semester 2) – During the second semester, the elective is Art, which serves as a background for a social skills curriculum.

#### Tenth Grade:

SEMESTER 1 – Students have one class period that follows a supplemental curriculum of the School-Connect Program and one class period of Games. The elective class is Health, a requirement for graduation in the state of California, but we also use this class to strengthen social skills.

SEMESTER 2 – Students continue to have one class period that follows a supplemental curriculum of the School-Connect Program; the other class period is devoted to Chores, which is a class designed to help strengthen pre-vocational and life skills by helping to take care of our physical community. The elective class is Home and Community, a course designed to help hone functional life skills while delivering practical communication about the communities we live in.

#### Eleventh Grade:

SEMESTER 1 – Students have one class period that follows a supplemental curriculum of the School-Connect Program; the other class period is devoted to Chores, which is a class designed to help strengthen pre-vocational and life skills by helping to take care of our physical

community. Students take Art as an elective in the first semester, which also serves as a background for a social skills curriculum.

SEMESTER 2 – Students continue to have one class period that follows a supplemental curriculum of the School-Connect Program; the other class period is Hodge-Podge, which includes a variety of activities designed to challenge students with peer interactions while practicing using fine motor skills or problem-solving skills. Project-Based Learning is offered as the second semester elective. This class is designed to help students in time management and problem-solving.

#### Twelfth Grade:

Health and Wellness is offered as the first semester elective, art is the second semester elective.

Twelfth graders have an Access class four days/week, instead of just two. These classes may include items from the School-Connect curriculum, but will also include supplementary transitional curricula designed to help students succeed once they leave SCHS. Like the other classes, students receive ten points per class that are combined with the 50 points/day students achieve during Community Access Weeks. All these points together make up the grade for Access.

#### **SCHS Community Access Program - Grades**

Students receive one overall grade on their report card that includes points earned during Access Class (up to ten points/class, two times/week, Tuesday & Friday) and Access Weeks (up to 50 points/day during the weeklong experience). This class is worth ten credits per academic year.

During each Access class period, a student can earn up to 10 points by following directions, having a positive attitude and trying new things. From time-to-time, there will be in-class and homework assignments that will also be assigned a (small) point score to be included in the final grade.

During each Access day of the experiential weeklong projects, students can earn up to 50 points in the following manner:

- Up to 35 points can be earned by following directions, active participation, demonstrating safe behavior, and displaying positive interactions with peers, staff and other community members.
- 1 - 10 more points can be earned by demonstrating the following: when appropriate, engage with peers more than staff; be supportive of others; try new things, be receptive to prompting and feedback.
- 1 - 5 more points can be earned by demonstrating the following: successfully completed tasks independently, skill mastery, and working on personal goals.

\* For more detailed descriptions of the individual classes please see the course handbook.

Many organizations require waivers to be signed in order for students to participate in the activity. Springstone requires parents to sign these forms even if the student is 18 years of age.

Community Access Activities often involve a fee, which Springstone pays for through fundraising and donations. Springstone attempts to minimize transferring the costs of these activities to parents. Please make every effort to have your child attend these activities and to notify the school immediately if you know of any conflict that would prevent your student from attending school during an access week. Missed events will be billed to parents.

## **Transitions**

At Springstone, we believe that the transition to post-high school and adult life begins the moment a student walks through our doors. With this in mind, an ITP (individualized transition program) is prepared for each student, beginning in 9<sup>th</sup> grade and modified or changed as needed as each student progresses through our program.

The Community Access Program helps students develop self-awareness, social-awareness and decision-making skills through group and individual activities, and the five weeks of activities are designed with transition in mind. There is emphasis on the importance of hygiene, clothing choices and body and facial expressions in many different settings.

Students participate in group volunteer activities at first and then individual activities as they develop the skills needed for such endeavors. Tenth and eleventh graders are responsible for chores one hour per week (cleaning up the school primarily). The Gardens at Heather Farms has a Springstone School garden that the 11<sup>th</sup> graders maintain, approximately twice per month. The School Connect™ program is designed to improve the social, emotional, and academic skills of high school students and strengthen relationships between students and teachers as well as among students.

In eleventh and twelfth grade, students survey career opportunities and take aptitude and interest tests to help in their search. There is a Community Access Week devoted to exploring local programs that might interest our students or be beneficial to them. They visit and learn about assistive programs, vocational training programs and local college campuses. Twelfth graders have daily experiential group seminars that help students in many activities, including but not limited to:

- Making phone calls to college departments and businesses
- Writing formal and informal e-mails to
- Planning and asking for letters of reference
- Filling out on-line applications and securing California identification cards
- Discussions about what happens beyond Springstone's doors
- Assistance in preparing for asking for help at college and identifying individual learning differences
- Kitchen safety, nutrition and food preparation
- Time management



## **Occupational Therapy and Social Skills**

The Springstone Community High School believes that frequent communication with therapeutic professionals, direct and consistent implementation of strategies built into the daily curriculum, and ongoing education of parents and staff offers our students a comprehensive educational experience.

### Occupational Therapy

Students are provided information regarding sensory tools and are allowed the opportunity to use and experience various tools during the first few weeks of school. Based on staff observation and discussion, and student input, several strategies are selected for each student to use throughout their day.

At the high school level Springstone strives to incorporate strategies in a more organic manner. In high school students are faced with a new set of stressors; an increase in workload, an increase in personal responsibility, and future planning and expectations. The emphasis of occupational therapy in high school shifts toward problem solving, strategies to use in public, and alternatives to the therapeutic tools available in the classroom.

### Pragmatic Language

The Pragmatic Language curriculum is carefully woven throughout the program. Springstone schools small class size allows flexibility for social situations to be addressed in the moment. Students acquire and practice critical pragmatic language skills during academic and elective classes. The Springstone's community access program then provides students with real life situations where students can practice skills within the community.

### School Connect

SCHS has adopted the "School Connect" program by Kathy Beland, Julea Posey, and Barbara Luther. This curriculum is used once a week during the access class.

### **Individualized Education Plans (IEP)**

Many Springstone students have an IEP (Individualized Education Plan) that documents their present levels of performance, goals and objectives, accommodations and their services. If the Springstone School is listed as the Non-Public School on the IEP, the district has set up a contract to pay for services for the student. The Springstone School then follows the IEP, marking quarterly progress on goals and objectives, holding annual IEP review meetings and administering academic testing when necessary. Springstone will coordinate meetings and standardized testing arrangements with the district.

Individualized Transition Plans (ITP) will be created for students on an IEP when they turn 16 years of age or in accordance with district rules. Each plan will incorporate input from the students, parents, teachers, counselors, and administrative staff. The Springstone School believes that transition planning begins immediately and therefore works on skills for transition starting in the 9<sup>th</sup> grade regardless of age.

A parent can call an IEP meeting whenever they deem necessary, and the Springstone staff encourages parents to discuss IEP goals and progress with the school staff. Parents will receive quarterly progress updates on the last approved and signed IEP.

### Consultation

The Springstone staff is available and open to consulting with outside professionals that are involved in our students' care. We believe this information and open dialogue with professionals whom are a part of our student's life are an important component in assisting our students with generalizing skills.

### Standardized Testing

Standardized testing is only available for those students who are placed at SCHS on an IEP. Standardized testing typically occurs in October and April/May. If your student is placed at Springstone through a district agreement, you will need to make arrangements for testing materials to be sent to Springstone.

If you have placed your student at SCHS through the private pay process, standardized testing is **not** available through Springstone. If you would like your student to be tested, your student will need to go back to his/her home school to take the test. Please call the office if you have any questions regarding this matter.

Springstone holds regular classes during CAASSPP (California Assessment of Student Performance and Progress) testing for those students who are not being assessed. Please do not schedule vacations during this time.

## **Behavioral Expectations/School Rules**

Each person's actions can have an impact on the community. As learners in a school community, there are behavioral expectations for all so that each student is given the opportunity to succeed.

### **What you can expect:**

- Support and help from teachers
- No tolerance for bullying or teasing
- Clear directions and instructions
- Reasonable requests for academic work
- A quiet, calm classroom
- Physical and emotional safety
- Positive reinforcement when doing well
- Everyone's ideas and opinions are allowed
- New opportunities and challenges
- To be part of a community

### **What is expected from students:**

- Be supportive, helpful, friendly and respectful toward all
- Be polite
- Use manners
- Be open to new activities and learning
- Follow directions without whining or complaining
- Follow through on your commitments
- Respect the right of others to express opinions different than yours
- Recognize that you can be wrong
- Make criticism constructive
- Use unbiased language
- Give everyone a chance to speak (Don't interrupt)
- Be honest
- Respect confidentiality
- Allow others to have a 'bad day'
- Ask for help when needed
- Take responsibility for your behaviors

### **What is expected from parents:**

- Reinforce school rules
- Discuss issues with staff as they occur
- We do not think students should be punished twice. Allow the situation and the consequence at school to be enough. If you need more clarification on a situation please feel free to talk with staff.

## **Detentions**

Detentions during lunch or after school may be assigned to students who do not follow the rules. Detentions may range from 5 minutes to a full lunch detention. Students are allowed to eat their lunch during a full lunch detention. Students may not engage in an activity or conversation with other students during detention. Springstone staff supervises all detentions.

## **Suspensions/Expulsions**

California State law prohibits certain behaviors at school. Education Code Section 48900 authorizes suspension or expulsion for:

- Causing, attempting to cause or threatened physical injury to a person
- Committing a sexual assault or sexual harassment
- Committing an act of hate violence
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object
- Disrupting school activities or otherwise willfully defying the valid authority of school personnel
- Engaging in obscene acts or habitual profanity or vulgarity
- Unlawfully possessing, using, selling, furnishing or being under the influence of drugs, alcoholic beverages or an intoxicant of any kind
- Possessing, offering or negotiating to see any drug paraphernalia
- Possessing or using tobacco or nicotine products on campus
- Committing or attempting to commit robbery or extortion
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school or private property.

Students will not receive warnings if any of the above acts are committed. Students suspended from school will be required to makeup any work that is missed, and a parent conference is required before returning to school. Any restitution (apologies, etc.) must be completed before returning to school. If a student is suspended numerous times, it may be grounds for expulsion from The Springstone School.

The Springstone School works diligently to make sure that a student's behaviors do not get to the point of expulsion, however in some cases Springstone is not the appropriate program to manage a student who has severe behavioral issues in which case a transition to another placement is necessary. Springstone School works closely with those families who have students with these needs and a transition out of the program then is never a surprise to a family. Students may be transitioned out of the program for the following reasons:

- engaging in behaviors that are aggressive, unsafe, and unchanging
- sexually inappropriate or invasive acts
- unable or unwilling to follow IEP team program or medical advice
- medical condition

As a close knit community we realize that any transition can be anxiety producing for some of our students and families. However, Springstone is not at liberty to discuss or share when or why

these types of transitions occur. Springstone teachers and staff counsel students as needed.

### **Positive Behavioral Intervention**

The Springstone School adheres to the principles of positive behavioral interventions. All behavior interventions shall be designed to maximize our students' involvement in the academic and social programs at Springstone. In addition, behavioral invention shall target skill acquisitionso that our students can move through the academic community and the community at large with the greatest freedom from restriction.

The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction and individual choice.

### **Behavior Management Techniques**

The Springstone School uses a variety of reinforcements to shape a student's behaviors. The following list identifies techniques used within the classroom and in the community.

- Signals: gesture, look, or signal to redirect the individual to change his behavior.
- Prompts: verbal or physical reminders to redirect a student's behavior.
- Visual cuing/monitoring: visual signals (for example tally marks on a board, post it notes on a desk) that remind the student to disengage from a negative behavior.
- Genuine interest & involvement: a concern for the student that acknowledges his anxiety and demonstrates involvement in helping him through a situation.
- Limitation of space & tools: minimizing use of tools, materials and space that may be distracting to the student.
- Appeal to group goals & positive peer pressure: adult or peer speaking with student about how his behavior may or may not be consistent with the group's goals. Can also use group discussions.
- Counseling: speaking with the student using active listening techniques such as reflecting, validating, restating, encouraging, and summarizing.
- Separating a student from the group: (Time out) removing a student from the group. A student is usually removed when he is visibly worked up and unable to control himself; especially if his behavior is disrupting and/or is contagious to the group, or when he is a physical danger to self or others.
- Separating a student from the group: (cool down) a student may be asked or mayvoluntarily step outside of the classroom or away from a group in an effort to calm down and refocus without any consequence.
- Positive reinforcement: making every effort to recognize and acknowledge good behavior or choices.
- Consequences: detention and suspension when deemed necessary.
- Distance: increasing or decreasing physical proximity between the student and teacher.
- Group dynamics: changing the size of or shifting the positions of individuals in the group to improve behavior.
- Direct appeal: informing student of the results of behaviors/choices and helping the student to understand future consequences.

- Temporarily allow to escape task: staff allows student to temporarily withdraw from an activity or situation that may be causing behavioral difficulties, but the situation or task will be revisited.
- Planned ignoring: ignoring student's misbehavior when the goal is to gain negative attention, providing the behavior is not harmful or contagious to others.
- Modifications to task: When possible, substitute one activity with another, or modify the original activity so that it is more engaging.
- Use of Humor: humor can be used to redirect or terminate undesirable behavior.
- Loss of privilege: because of student's negative behavioral choices, privileges are lost.
- Modeling: demonstrating a behavior or action for a student.
- Replacement behavior: providing the student with an alternative behavior or verbalization to use.
- Language identification: provide students the vocabulary to help identify ranges of emotions and feelings.
- Repetition: repeat directions, expected behaviors, or language that a student may use to gain positive attention. Ask a student to repeat a behavior demonstrated.
- Sensory motor tools: activities that a student is allowed to use to meet individual sensory needs thereby promoting skills necessary to focus, attend, de-stress, manage frustration, etc.
- Rules & expectations: provide the student clear expectations for behavior in any given situation.

### **Time Outs/Breaks**

At times, students can feel overwhelmed or upset. At these times, it is okay for students to let the teacher know they need to take a break or separate themselves from the group. Sometimes, teachers will ask students to take a break outside the class (if the student is being disruptive or not following directions).

If a student is spending a lot of time outside the class, the school team (teachers, therapists, parent, student) will meet to discuss how to support the student so that he/she remains in class.

### **Respecting others**

Differences of opinion, arguments or conflict are natural in any community. All students are expected to approach conflicts in a problem solving way. If students are unable to solve conflicts on their own, they may be asked to be part of a conflict resolution meeting involving a third party in which they will be expected to express themselves appropriately and work toward a reasonable solution.

**No bullying, teasing, harassment, threats or violence will be tolerated. Any of these behaviors may lead to suspension or possible expulsion.**

### **Technology**

SCHS emphasizes the use of technology as an educational tool. Classrooms are equipped with laptop computers, computer projectors, wireless Internet, access to a shared network, and overhead projectors. Our students use laptop computers for concept-mapping and written

activities. A shared network allows students to store and retrieve documents in folders that are organized by grade and class.

### **Springstone rules**

Students may not:

- Download or install programs
- Create, rename or trash any desktop icons, or leave untitled files on the desktop
- Print out documents without teacher permission
- Use personal e-mail during school hours
- Plagiarize works found on the Internet: must respect the rights of copyright owners, and must cite all sources used in research
- Use computers unmonitored unless approved by a teacher (before, during and after school)
- Use Springstone email's for purposes besides school related needs

### **Appropriate Use Of Technology**

Students should **not**:

- Post personal contact information about themselves or agree to meet someone in person they have met online without parental approval
- Deliberately spread computer viruses, engage in illegal activities, or provide their passwords to another person
- Use obscene, vulgar or threatening language or post information that could cause damage or disruption
- Access hate literature or material that is obscene, pornographic, advocates illegal acts or is forbidden by parents
- Engage in personal, discriminatory, or prejudicial attacks, harass another person, or post false or defamatory information about other persons or organizations
- Students will promptly disclose to a teacher or school authority inappropriate messages received or security breaches observed
- Enter any chat rooms or play computer games

### **Cell phones and other electronic devices**

All cell phones and other electronic devices must be turned off during school hours. Any device that is being used on campus will result in a warning or detention and may be confiscated. Any student whose participation in class is disrupted by having their cell phone or other electronic device may be asked to turn it in to the office every morning or may be asked not to bring the device to school.

If you need to contact your student during school hours, please call the office at 925-962-9660. Please do not text your student during school hours

### **Consequences for misuse of technology**

Students may receive up to three warnings for inappropriate use of technology (computers, cell phones, cameras, e-readers, etc.) and/or may earn detention. Electronic devices may be confiscated after initial warnings and sent to the office. Students can pick up their property at the end of the school day. If a device is confiscated more than once then parents will be asked to

pick up the device in the office. If misuse continues, suspension and/or a parent meeting may be deemed necessary.

### **Attendance Policies and Procedures**

We expect students to be at school on time every day. Being on time to class and attending school are essential to a student's success. The content, skills and strategies are most effectively learned in the classroom or at school. It is important to understand that we have a program of study and incomplete participation will result in incomplete acquisition of the skills that we are trying to impart. School commitments are firm obligations. Chronic tardiness: when a student is tardy for a third time, an attendance contract will be entered upon. For every subsequent two tardies, a student will accrue one unexcused absence. Chronic absenteeism: five days of absence in a semester, will be cause for a school team meeting (involving school administrator, homeroom teacher, parent and student).

State law requires that parents call the school every day for extended absences. If the school has not heard from the parent/guardian of a student absent all day, we will call home. However, this is very time-consuming for the staff, and your student will be better served if our limited resources can be devoted to more educational purposes.

Tardies, absences, and missed classes create anxiety in our students. Parents are encouraged to schedule appointments after the school day is over. Please do not schedule vacations that are longer than the school vacation periods. Vacation days are considered unexcused absences.

#### **Absences:**

Students must attend a minimum of 85 days (out of 90 total) per semester in order to receive credit for each class. Of the five allowed absences, no more than two can be unexcused. **If a student exceeds five absences in any class, no credit will be received for that class. Excused absence includes:** illness, appointments, funeral services, immunization exclusions, jury duty, religious holidays, court appearance. **Unexcused absence includes:** unverified absence, tardiness over ten minutes, leaving campus without permission, cutting classes, personal reasons, vacation. All work must be made up for credit to be earned.

Students are expected to participate in all Community Access days. **These days are not days that can be made up through independent study and no points will be recorded for missed days.**

### **Independent Study**

At all times, it is important that students take full advantage of the Springstone Community High School by attending classes and being directly involved in school activities. However, there are instances and situations that require students to miss school. In order for students to benefit as much as possible and have the minimal impact on their educational progress, students may take advantage of the Independent Study program option at Springstone. Please note that this policy is intended for limited absences and if there is a larger issue with attendance, it will be dealt with according to the attendance policy. For those students with an IEP, each district has different requirements for what will qualify as Independent Study, so please contact the office for more specific details. The Independent Study program agreement is to be reviewed by all parties



involved (student, parent and teacher), and in order for the student to receive academic credit for the days missed, all work must be completed and turned in by the specified due date.

**Access weeks cannot be made up by an independent study program.**

### **Physical Education**

Students who cannot participate in PE class due to illness or injury will still be expected to remain on campus during PE class. Attendance in PE counts toward credit in the class and pulling your child from PE means that they miss the instructional portion of the class. Students learn from being a spectator to a sport as well as a participant. Students who cannot physically participate in PE will be provided alternative tasks. Please refrain from picking your child up early.

### **Pick up/drop off/removal from class**

When you need to remove your student from class please report to the office first to sign them out. Please do not go to your student's classroom, as it is disruptive to the class in progress. If you arrive early for pick up, please wait at the front of the school until all students are dismissed. It takes longer to release students when we have parents in the classrooms.

### **Homework and Grades**

#### **Homework**

Each student is responsible for all aspects of his/her homework. This includes keeping track of assignments given and the due date, completing them and turning them in. Knowing that this is a challenge for many of our students, the teachers and staff will work with individual students on strategies for completing these tasks. Individual teachers may decide whether or not homework completion or effort will be counted toward grades.

Homework assignments will be available via a website for school. Students will learn about the ways to access this website during the first week of school.

Homework assistance is available after school from 3:30 – 4:15 pm, Monday, Tuesday and Thursday. Students are welcome to remain after school to complete homework and get help. If homework is a chronic problem Springstone may require a student to stay after school to catch up and get the assistance needed.

#### Homework website

Students and families can access homework information by logging into the community section of our website, the [springstoneschool.org](http://springstoneschool.org). Once there you will find teacher links. Click on your teacher link and then click on your subject link.

#### **Grades**

Individual teachers will determine grades for classes. Teachers will review the grading rubric at the beginning of the school year. Grades may be modified to meet individual student's needs as appropriate and will be noted in the report card narrative. Students will receive regular progress reports, and concerns about students' academic progress will be discussed in parent/teacher meetings.

## **Policy on Sexual Harassment**

The Springstone School strives to provide a place of work and study free of sexual harassment, intimidation or exploitation. Where sexual harassment is found to have occurred, the school will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

This policy applies to all students, faculty and staff of The Springstone School, as well as to others who participate in Springstone programs and activities. Its application includes Springstone programs and activities both on and off campus. Individuals who violate this policy are subject to discipline up to and including discharge, expulsion, and/or other appropriate sanction or action.

It is expected that students, faculty, staff and other individuals covered by this policy will treat one another with respect. Reports of sexual harassment are taken seriously and will be dealt with promptly.

The specific action taken in any particular case depends on the nature and gravity of the conduct reported, and may include intervention, mediation, investigation and the initiation of grievance and disciplinary processes. Where sexual harassment is found to have occurred, the school will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

The Springstone School recognizes that confidentiality is important. Administrators and others responsible for implementing this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent reasonably possible. Examples of situations where confidentiality cannot be maintained include circumstances when the school is required by law to disclose information and when disclosure is required by the school's outweighing interest in protecting the rights of others. Retaliation and/or reprisals against an individual who in good faith reports or provides information in an investigation about behavior that may violate this policy are against the law and will not be tolerated. Intentionally making a false report or providing false information however is grounds for discipline. The Springstone School is committed to the principles of free inquiry and free expression. This policy is not intended to stifle teaching methods or freedom of expression generally, nor will it be permitted to do so. Sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of the school, its tradition of intellectual freedom and the trust placed in its members.

## **What is Sexual Harassment?**

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions or evaluations, or permission to participate in a school activity; or
- b. The conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating or hostile academic, work or student living environment.

Determining what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs. Sexual harassment may take many forms – subtle and indirect, or blatant and overt. For example:

- It may be conduct toward an individual of the opposite sex or the same sex. It may occur between peers or between individuals in a hierarchical relationship.
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or workperformance.
- It may consist of repeated actions or may even arise from a single incident if sufficiently egregious.

### **Policy on Harassment/Bullying/Cyberbullying**

The Springstone School is committed to providing a safe environment in which students can learn. As such, Springstone strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, bullying, and cyberbullying. Springstone encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any student is experiencing or is witness to any of the above acts, they are to seek an adult to inform of the situation as soon as it is safe to do so. If any school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.

The Springstone School complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination 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 in any program or activity conducted by an educational institution. (Education Code Section 220.)

Further, Springstone does not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto. Springstone complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), (20 U.S.C. §1681 et seq).

Springstone prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside the Springstone education programs or activities. The school environment includes school facilities, ACCESS activities, and school-sponsored activities (such as extracurricular events)

Bullying in person or cyberbullying are not tolerated in any form. Any student who is seeking to harm, intimidate, or coerce another student or member of a student's family will face suspension and/or expulsion.

### **What is Bullying?**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group or activity on purpose.

### **What is Cyberbullying?**

Cyberbullying is the use of technology such as cell phones, computers, or tablets to harass, embarrass, threaten, name call, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, comments, and messages are all types of cyberbullying. Posting personal information, pictures, or videos designed to hurt or embarrass someone else are also acts of cyberbullying. Relentless emails, calls, and texts are forms of intimidation and cyberbullying, especially so when the person who is receiving them has asked for them to stop.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Intimidation or mean comments that focus on things like a person's gender, religion, disability, sexual orientation, race, or physical differences count as discrimination. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, facetime, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Differences of opinion, arguments or conflict are natural in any community. All students are expected to approach conflicts in a problem-solving way. If students are unable to solve conflicts on their own, they may be asked to be part of a conflict resolution meeting involving a third party in which they will be expected to express themselves appropriately and work toward a reasonable solution.

**No bullying, cyberbullying, teasing, harassment, threats or violence will be tolerated. Any of these behaviors may lead to suspension or possible expulsion.**

### **Confidentiality**

Student information and records may not be revealed to anyone outside The Springstone Community High School without written permission from parent or legal guardian, except for disclosures as required by law. The law does require a school official to report to the authorities when there is reasonable suspicion of child abuse, or danger of harm to self and/or others unless protective measures are taken.

The Springstone Community High School may disclose portions of a student's records and account file to any person or corporation that may be liable for all or any portion of that student's school charges, including but not limited to school districts, insurance companies or health care service plans.

### **Immunizations**

#### **Students Admitted in 6-12 Need:**

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**  
(4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.)  
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**  
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B — 3 doses**  
(not required for 7th grade entry)
- **Measles, Mumps, and Rubella (MMR) — 2 doses**  
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) — 2 doses**

#### **Students Grade 11 – 12 NEW Requirement:**

- **Meningococcal (serogroup A, C, W, Y) — 1-2 doses**  
  
(if only one dose has been received, and it was before the age of 16, a second dose is required. If one dose is received at age 16 or older, no additional doses are required.)

Parent exemption forms are no longer accepted.

## **PSAT/SAT at SCHS**

Our HS Code Number: 054216

**SAT:** The SAT will be hosted at Springstone on designated dates, contact office for dates. Please go to [www.collegeboard.com](http://www.collegeboard.com) to register for one of these test dates. Please notify our office if you are seeking accommodations for testing as Springstone must submit documentation for College Board to review. Accommodations must be made well in advance of testing months and can take up to several weeks to get approved. Accommodations can include extended time, one-on-one proctoring, and school-based exams.

Students who are not approved for accommodations must take the SAT at their local high school. Register to take the test at a neighborhood school by logging on to the College Board website. Please call or email the office if you have additional questions.

Students can practice for the SAT test by going to one of these free websites:

College Board Practice Full SAT Test

Khan Academy

Princeton Review Free SAT Practice Tests

### **Drop off/pick up procedures**

Included in your parent packet is a mapped route for drop off and pick up of students. This route has been designated by The City of Lafayette in conjunction with Our Saviors Lutheran Church and The Springstone School; please follow this route to ensure the safety of our students.

Drop off and pick up may occur curbside. If you intend to park, please use a designated parking stall. Many of our students are transported to school via bus and taxi, please do not block their access to the curb. The Springstone School encourages all families to drop off and pick up their students at the front of the school. Students should walk into class independently. Parent's presence may prolong the start of school or class, please leave campus promptly after dropping your child off. Thank you.

### **Pick up/drop off/removal from class**

Please report to the office first when it is necessary to sign out your student during school hours. Please do not go to your student's classroom, as it is disruptive to the class in progress. If you arrive early for pick up at the end of the day, please wait at the front of the school until all students are dismissed.

**Student drivers**

**Name:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_

**Driver's Licence #:** \_\_\_\_\_

**Car (Make & Model):** \_\_\_\_\_

**Policies and Procedures**

1. Students will follow all speed limits and traffic rules on Carol lane and in the Our Savior's Lutheran Parking Lot.
2. Students must park in designated parking stalls.
3. Students are expected to arrive and depart school on time.
4. Students are not allowed to hang out in or near their car during any school breaks.
5. Students are not allowed to drive to school activities, field trips, or volunteer activities that occur during school hours. All students are expected to arrive and depart with the school group.
6. Students may not go off campus during school hours. Students who need to leave campus early must submit a note from their parents to the office.
7. Students may not drive other students in their car without prior consent.

As a student driver, I have read and agree to the Springstone School policies and procedures. I understand that if I should break any of these policies and procedures that I may lose the privilege to drive my vehicle to/from school.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

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Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## **In Case of Emergency (for parents)**

### Telephones/Communications:

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information.

### Dismissal:

Should there be a major earthquake or other emergency, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

### Student release procedure:

1. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class.
2. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
3. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
4. Adults will be needed to help with first aid, dismissing students, helping with classes, etc. If you are able to volunteer to help, go directly to where the onsite administrator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released. The onsite administrator or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied, we will transfer the students to the nearest available safe shelter. If children are caught in a disaster between home and school, it is recommended that they go immediately to school.

### **Administrative procedures**

Transcript requests: Please submit your official transcript request in writing (email is accepted) to the office. **Official transcripts will be ready three days from request. Fee: \$5 per copy.**

Questionnaires: Many professionals request that the teaching staff complete questionnaires/assessments on students. Please submit questionnaires/assessments to the office a week before they are due. Springstone staff will try to complete within three to five days but occasionally we may need more time. Springstone cannot return questionnaires the day after they are submitted, nor will staff complete questionnaires during scheduled breaks.

Immunizations: Students (grade 7 - 12) are required to have two measles vaccinations (initial and a booster), 4 polio vaccines, 1 Varicella vaccine, 3 doses of diphtheria, tetanus and pertussis (including a Tdap booster after the age of 7). Parent exemption forms are no longer accepted.



Receipts/Invoices: Please keep copies of all of your receipts and invoices for your records. Springstone is able to provide families with copies of invoices for paid tuition and fees, however is not able to provide copies of receipts for credit card payments after 6 months.

## **Parent Involvement**

Parent involvement is essential to the school and students' success as an integral part of our school community. Educational research proves that active parent involvement is one of the most important factors in student success. Students use parents as models to see the significance of education.

Here are ways that parents are expected to be involved:

- Ask about what students are learning
- Review progress reports
- Call and/or email teachers with questions or concerns
- Attend school functions
- Help plan school events and trips
- Notify school of pertinent 'outside school' issues that may affect student's progress or attention
- Fundraising

A school does not thrive or survive without strong family support. We count on Springstone families to help us in all aspects of their student's success as well as the success of Springstone. We ask that parents become involved in school functions by assisting with the following:

- Volunteering for fundraising events
- Attending parent workshops and meetings

Other ways to help

1. Amazon Smile – Sign up for amazon smile and Springstone gets a small donation every time you make a purchase.
2. Wish List – You can make a purchase based on our wish list linked to our website (myregistry.com).
3. Sign up for eScrip at [www.escrip.com](http://www.escrip.com). Your participation in escrip needs to be renewed annually, so if you subscribed last year you will need to renew your participation again this year. This is a quick and easy way to help Springstone and your contributions can be divided among other organizations that you support too. Enlist friends and family to sign up too.
  - a. Group name is The Springstone School-Keystone School
  - b. ID: 153787378
4. Goodsearch.com – Use Goodsearch as your internet search engine. For every search you do using Goodsearch, Springstone earns one cent.

We look forward to your involvement in creating a successful school environment. Thank you.

## Graduation Requirements

**1. Units of Credit:** 255 credits are required for graduation. 10 credits are earned for a passing grade of D or better in a year-long course.

**2. Course Requirements:**

- 40 credits ..... English
- 10 credits ..... World History/Geography
- 10 credits ..... United States History
- 10 credits ..... United States Government/Economics
- 10 credits ..... Biological Science
- 10 credits ..... Physical Science
- 30 credits ..... Mathematics, including Algebra 1
- 40 credits .... Foreign Language, Fine Arts, Career Tech (Elective)
- 20 credits ..... Physical Education, Health
- 40 credits ..... Community Access Program

**3. Volunteer hours:**

40 hours ..... Volunteer in Community

### Typical Program

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1. English I	1. English II	1. English III	1. English IV
2. World History	2. US History	2. Algebra 2	2. Science
3. Algebra 1	3. Geometry	3. Physical Science	3. Government/ Economics
4. Earth Science	4. Biology	4. Modern US History	4. Math
5. Elective	5. Elective	5. Elective	5. Botany
6. PE	6. PE	6. PE	6. Elective
7. Community Access	7. Community Access	7. Community Access	7. Community Access

## **Directions to the Springstone School**

### **From the West**

1. Merge onto CA-24 toward WALNUT CREEK/CONCORD.
2. Take the PLEASANT HILL RD. exit toward MT. DIABLO BLVD.
3. Take a LEFT onto PLEASANT HILL RD. toward MT. DIABLO BLVD.
4. Turn LEFT onto MT. DIABLO BLVD.
5. Turn LEFT onto CAROL LN. at the Ace Hardware store.
6. Proceed past the church to the South Lot entrance and turn RIGHT.
7. Drop off students and proceed through the lot out of the exit at the far end of the South lot.

### **From the East**

1. Merge onto CA-24 W toward OAKLAND/LAFAYETTE
2. Take the PLEASANT HILL RD. exit toward MT. DIABLO BLVD.
3. Merge onto PLEASANT HILL RD. toward MT. DIABLO BLVD.
4. Turn SLIGHT RIGHT onto MT. DIABLO BLVD.
5. Turn LEFT onto CAROL LN. at the Ace hardware store.
6. Proceed past the church to the South Lot entrance and turn RIGHT.
7. Drop off students and proceed through the lot out of the exit at the far end of the South lot.

### **The Springstone Community High School**






1035 Carol Lane, Lafayette, CA

T: 925.962.9660 E: [info@thespringstoneschool.org](mailto:info@thespringstoneschool.org)

[www.thespringstoneschool.org](http://www.thespringstoneschool.org)

*The Springstone Community High School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at our school and does not discriminate on the basis of race, color, and national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*



	Flow of Traffic
	Drop off Point
	Parent Parking
	Student Parking
	Staff Parking

Enter the South Lot via the driveway immediately after the church when driving south on Carol Lane. Drop students off curbside, please pull all the way forward.

If parents need to remain longer please park in a designated stall to allow traffic to move freely. Exit via the second driveway.



# The Springstone Middle & Community High School

## Parent Calendar 2021-2022

M	T	W	T	F	AUGUST 2021 (15)
2	3	4	5	6	August 5-10: Professional Development
9	10	11	12	13	August 11: First Day of School
16	17	18	19	20	August 13: Back to School BBQ
23	24	25	26	27	
30	31				

M	T	W	T	F	FEBRUARY 2022 (19)
	1	2	3	4	Feb 8: Parent Club Meeting
7	8	9	10	11	Feb 21: President's Day
14	15	16	17	18	
21	22	23	24	25	
28					

M	T	W	T	F	SEPTEMBER 2021 (21)
		1	2	3	Sept 6: Labor Day
6	7	8	9	10	Sept 14: Parent Club Meeting
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

M	T	W	T	F	MARCH 2022 (21)
	1	2	3	4	March 8: Parent Club Meeting
7	8	9	10	11	March 14: Professional Development
14	15	16	17	18	March 18: Parent Conferences
21	22	23	24	25	
28	29	30	31		

M	T	W	T	F	OCTOBER 2021 (19)
				1	Oct 1: Oktoberfest Fundraiser
4	5	6	7	8	Oct 12: Parent Club Meeting
11	12	13	14	15	Oct 11: Professional Development
18	19	20	21	22	Oct 15: Parent Conferences
25	26	27	28	29	

M	T	W	T	F	APRIL 2022 (16)
				1	April 4-8: Spring Break
4	5	6	7	8	April 12: Parent Club Meeting
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

M	T	W	T	F	NOVEMBER 2021 (15)
1	2	3	4	5	Nov 9: Parent Club Meeting
8	9	10	11	12	Nov 11-12: Veteran's Holidays
15	16	17	18	19	Nov 19: Talent Show
22	23	24	25	26	Nov 22-26: Thanksgiving Break
29	30				

M	T	W	T	F	MAY 2022 (21)
2	3	4	5	6	May 10: Parent Club Meeting
9	10	11	12	13	May 12: Auction Fundraiser Launch
16	17	18	19	20	May 26: Fundraiser Closing Event
23	24	25	26	27	May 24-27: Finals Week
30	31				May 30: Memorial Day

M	T	W	T	F	DECEMBER 2021 (13)
		1	2	3	Dec 7: Parent Club Meeting
6	7	8	9	10	Dec 14-17: Finals Week
13	14	15	16	17	Dec 17: End of First Semester
20	21	22	23	24	Dec 20- Jan 3: Winter Break
27	28	29	30	31	

M	T	W	T	F	JUNE 2022 (2) ESY (7)
		1	2	3	June 1: Senior Graduation
6	7	8	9	10	June 2: 8th Grade Promotion
13	14	15	16	17	June 2: Last Day of School
20	21	22	23	24	June 3: Professional Development
27	28	29	30		June 22: Summer Session First Day

M	T	W	T	F	JANUARY 2022 (18)
3	4	5	6	7	Jan 3: Professional Development
10	11	12	13	14	Jan 4: Return from Winter Break
17	18	19	20	21	Jan 7: Parent Conferences
24	25	26	27	28	Jan 11: Parent Club Meeting
31					Jan 17: MLK Jr Holiday

M	T	W	T	F	JULY 2022 ESY (13)
				1	July 4: Independence Day
4	5	6	7	8	July 20: Summer Session Last Day
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

Jan 28: Bingo Night

### COLOR KEY

	School Closed
	Minimum Day - 1pm Dismissal
	Parent Club Meetings
	Parent Conferences - No Students
	First/Last Day of School
	Summer Session ESY
	Professional Development Day - School Closed
	Special Events and Fundraisers

Regular School Hours: Monday, Tuesday, Thursday, Friday: 8:30am-3:30 or 4:15pm for Clubs  
Wednesday 8:30am-1pm Extended School Year Everyday: 9am-1pm

Note: Post Parent Club meets on the 4th Monday of each month

Regular School Days: 180

Extended School Year Days: 20