



# **Parent Handbook Middle School Academic Year 2021-2022**

**1035 Carol Lane, Lafayette, California 94549**

**T: 925.962.9660**

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

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

*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.*

### **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.

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## 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

## **Educational Philosophy**

The Springstone School serves students in grades six through twelve, with executive function disorders 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. This program aims to strengthen skills by emphasizing process to improve production.

Springstone students learn organizational and planning skills within the context of a rigorous middle school curriculum that exceeds the framework of the newly adopted Common Core curriculum standards. Small, self-contained, structured classrooms (a maximum of eight students per class) 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 also have access to electronic media such as videos, books on tape, music, interactive websites, and computer software.

Springstone 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 believes integration is the key to a student's success. Occupational therapy is integrated throughout the program and sensory motor strategies are implemented into the school day in several ways. Tools are available for use during the transition between classes and during class as needed. Our occupational therapist works with teachers and students to develop strategies to maintain focus and attention, decrease anxiety, and enhance social interaction.

Springstone integrates academic and social-emotional learning into every aspect of the school day. Students practice and acquire pragmatic language and social skills during academic and elective classes, during a dedicated social skills class and during experiential activities.

Our school year is divided into quarters and each quarter focuses on a theme. We have identified four themes that are representative of our students' greatest challenge areas: transitions, perspectives, culture and community, and the relationship between independence and dependence. These themes are also reinforced during classroom instruction. Because Springstone has small classes, there is greater flexibility to address social situations in the moment and in context.

Every Wednesday, students participate in our Community Access Program™ through which they practice and use life skills. A dedicated social skills class allows students to fine tune skills that have been addressed throughout the week. It also provides a time where weekly issues can be

discussed and deconstructed. Our intention is to increase exposure to various life experiences and challenge students in these areas to build confidence so that students feel ready to meet future challenges.

We have the following goals for all our students:

- Acquire skills necessary to move effectively through the community
- Identify and articulate the perspectives of self and others
- Develop skills necessary to become responsible, flexible, and resilient
- Appreciate the diversity of various cultures and communities
- Understand the relationship between independence and dependence

## **The Springstone School's Community Access Program™**

The Springstone School's Community Access Program™ is designed to challenge students in the use of pragmatic language and social orientation. It is an integral part of our curriculum and combines pragmatic language, occupational therapy, academics, organizational skills and life skills.

We believe that students' pragmatic language development and executive functioning growth requires exposure to as many real life situations as possible. To achieve this Wednesdays are dedicated to experiential learning activities. Students may travel throughout the Bay Area to eat, shop, visit museums, navigate public transportation, attend plays and events, and explore parks and beaches. Or students may engage in school-based experiential learning tasks designed to incorporate academic knowledge and social interaction within the Springstone community and the community at large. Each week Wednesday's activities are designed to follow a progression of skills. The teachers, students and therapists all take part in the activities, using the real world as a classroom. Some of the activities may be new and challenging to our students; we will work with them to ensure that they have the support needed to make every activity a positive experience.

Each quarter has a dedicated theme: Transitions, Perspectives, Culture and Community and Independence/Dependence. In Transitions, we emphasize the changes that occur in our language and behavior as we move through the day at school, in the community and at home and give the students skills and strategies to manage these transitions. In Perspectives, we explore how our attitudes toward our various communities changes and we try to discern how different individuals or groups in the community can see the same things in different ways. In the third quarter we hope that the students will develop a different appreciation for the nuances of expression in art, buildings and the cultures and subcultures of the Bay Area. The common experience of the students will serve as a foundation from which we can construct analogies and metaphors during academic and social skill lessons. In the final quarter we require the students to use all the skills of the previous quarters and explore the relationship between independence and dependence. We ask our students to think about when it is appropriate to go at it alone or to ask for help and support.

All of the students' experiences are reinforced throughout their academic day in all classes, where appropriate. We strongly believe that our students will internalize and community access program new skills by repeating and reframing the skills acquired in The Springstone School's Community Access Program™.

We have identified the following goals for all our students:

- Move effectively through the community
- Identify and articulate the perspectives of self and others
- Develop skills necessary to become responsible, flexible, and resilient
- Appreciate the diversity of various cultures and communities
- Understand the relationship between independence and dependence

Please preview the upcoming activity with your child every Tuesday to help him/her prepare for the following day's events. Your participation in this program will help to ensure positive life experiences, a broadening of skills and interests, and reinforcement of fundamental skills.

The Community Access Program is an integral part of Springstone School's program. Without participation in this program, we believe students cannot learn skills, make connections, and establish experiences for success in their academics. Attendance and participation on Community Access days **cannot** be made up by independent study. In addition, 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 day. Missed events (not due to illness) will be billed to parents.

#### HOW TO EARN YOUR GRADE IN ACCESS - 50 points per day

- follow directions
- actively participate
- demonstrate safe behavior

Safe behavior means

- Students should not be engaging in horseplay in the middle of an instructional task
  - Students should be aware of oncoming traffic when crossing the street
  - Students should not be throwing items in public, such as throwing pencils at the BART training or throwing food at peers at the ice-skating rink
  - Students should not be sitting in the middle of the floor in a museum or sliding under and around exhibits
  - Students should stay with the group
  - There is a time for students to have fun and engage in silly behavior.
- No complaining
  - No arguing with staff
  - No fighting with peers
  - when appropriate, engage with peers more than staff
  - be supportive of others
  - try new things
  - be receptive to prompting and feedback
  - actively addressing individual goals
  - complete the task
  - master the skill

Students will be graded based on their individual skill level and goals. Individual goals will be created together with students when appropriate. For example, 8<sup>th</sup> graders should be able to participate in creating goals for themselves that are on track, while new 6<sup>th</sup> graders or students new to Springstone may not be able to do so. Goals and expectations will be discussed with students each Access day. While goals for social skills and peer interaction may not be met, it is possible for task completion and skill mastery to be accomplished.

- 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.

Thank you for supporting all aspects of your child's education.

<b>Examples of Access activities</b>
Community Meeting
Using Public Transportation
Field trip to Golden Gate Park
Drama Day
Music
California Academy of Sciences
Symphony
Volunteer work

### **COMMUNITY ACCESS PROGRAM QUESTIONS**

You can use these questions on a regular basis to discover information about the day's events, to support pragmatic skills training, and to assist with the generalization process of developing skills.

- Summarize today's events. What did you do first? Then what happened?
- Name two things you liked about today's activities.
- What was one thing that was difficult or challenging for you?
- If you had to pick one thing to change or add to today's activities, what would it be?
- What was one conversation or discussion that you had today? Who was it with, etc.?
- Give yourself a grade on how well you participated today -- what grade would it be, and why?

## **Occupational Therapy and Social Skills**

The Springstone 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 offer 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 couple weeks of school in the designated occupational therapy class. Based on staff observation and discussion, and student input, several strategies are selected for each student to use throughout their day.

Sensory motor strategies are implemented into the school day in several ways. During the transition between classes students are required to use their prescribed strategy to allow them the input they need to maintain focus and attention into the next class. These strategies and tools are also available for use during class as needed. A list of strategies is posted in each classroom for students to follow on a regular basis.

### **Pragmatic Language**

The Pragmatic Language curriculum is carefully woven throughout the program. Students acquire and practice critical pragmatic language skills during academic and elective classes, during a dedicated social skills class, and during the community access program activities. Springstone schools small class size allows the flexibility for social situations to be addressed in the moment. A class dedicated to social skills allows students to fine tune skills that have been addressed throughout the week and during the community access program. It also provides a time where weekly issues can be discussed and deconstructed. The community access program provides students with real life situations where students can practice skills discussed within the community.

### **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.

### **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. Parents will receive quarterly progress updates on the last approved and signed IEP.

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.

### **Standardized Testing**

Standardized testing is available for those students who are placed at The Springstone School on an IEP. Standardized testing typically occurs in 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 or arrangement for your child to take the test at their public school.

Students who are privately placed at The Springstone School will **not** receive standardized testing. If you are interested in having your child tested you will need to contact your local school district to make arrangements. Please call or email the office if you have questions or concerns.

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

## **Behavioral Expectations/School Rules**

Each person's actions can impact 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 open to new activities and learning
- Follow directions without complaining
- Follow through on 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 you need it
- Take responsibility for 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.

## **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 they missed, and a parent conference is required before returning to school. Any restitution (apologies, etc.) must be completed before returning to school. When a student is suspended parents will be notified by phone and/or email. If the student is on an IEP the appropriate district will also be notified of the student's suspension. If a student is suspended numerous times, it may be grounds for expulsion from The Springstone School. A meeting will be held to discuss appropriate placement options.

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 intervention shall target skill acquisition so 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.

Behavioral Interventions should:

- consider pupil's physical freedom and social interaction;
- be respectful of human dignity and personal privacy; and
- ensure a pupil's right to placement in the least restrictive educational environment.

### **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 may voluntarily 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). Time outs are not considered a punishment but instead a time for students to regroup and refocus.

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**

Springstone 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)

### **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
- Use their Springstone school email address outside of school related activities

### **Cell Phone**

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 3 warnings for inappropriate use of technology (computers, cell phones, cameras, e-readers, etc.). 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 or absenteeism 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.

### **Consequences for Unexcused Tardies/Absences**

Any unexcused absence or tardy will result in makeup work to be done by the student within one week of the tardy or absence. The student will be responsible for all of his/her 'regular' work in addition to this work.

If the student has 3 or more unexcused 'tardies', the student will attend a school team attendance meeting, and serve detention after school to make up for missed class time.

If a student has 5 or more unexcused absences, he/she will be put on an Attendance Contract. If the student does not fulfill the contract, a school team meeting will be called involving an administrator, homeroom teacher, parent, and/or student.

### **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.

### **Independent Study**

At all times, it is important that students take full advantage of the Springstone 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 on IEP's, each district has different requirements for what will qualify as Independent study, 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.

## **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.

Homework is written on a daily log sheet that students keep in their binder. Homework information is also available to students and their families via a school website. Students will learn about the procedures for accessing the homework site during the first week of school.

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.

Knowing that homework 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. Decisions will be discussed with parents and will be noted in the progress report narrative section.

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 recommend a student to stay after school to catch up and get the assistance needed. When this recommendation is made it is a clear communication that we are concerned about a student's output.

For the majority of our students these accommodations are enough to improve output and outcomes. For some of our students more intervention is required. Intervention can occur in the following ways:

1. Attending homework club regularly or some other tutoring service
2. Weekly emails home to family
3. Communication log
4. Communication with outside professionals
5. Reinforce student's homework routine and responsibility

### **Grades**

Individual teachers will determine grades for classes. 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 quarterly progress reports. Springstone will hold a quarterly meeting with parents to discuss concerns about students' academic and behavioral progress.

### **Confidentiality**

Student information and records may not be revealed to anyone outside The Springstone 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 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.

### **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 work performance.
- 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, cyberbulling, teasing, harassment, threats or violence will be tolerated. Any of these behaviors may lead to suspension or possible expulsion.**

## **Administrative Procedures**

Transcript requests: Please submit your official transcript request in writing (email is accepted) to the office. **Official transcripts will be ready 3 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 3-5 days but occasionally need more time. Springstone cannot return questionnaires the day after they are submitted, nor will staff be able to complete questionnaires during scheduled breaks.

Documents: All document requests should be submitted to the office a minimum of 3 days before it is needed.

## **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 Starting 7th Grade Need:**

- **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**  
(Whooping cough booster usually given at 11 years and up)
- **Varicella (Chickenpox) — 2 doses**  
(Usually given at ages 12 months and 4-6 years)
- **Meningococcal (serogroup A, C, W, Y) — 1 dose**

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.

## **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. Please pull all the way into the parking lot before dropping off/picking up your child, **do not block the driveway**. 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.

## **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
- 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:

- Joining the Springstone Parent Club and their monthly meetings
- 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. 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
3. 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.

## **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.

### **If You Can't Get to the School:**

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.

#### **Directions to the 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.

**From Moraga**

1. Proceed NORTH on MORAGA RD. toward Lafayette.
2. Turn RIGHT onto MT. DIABLO BLVD.
3. Turn RIGHT onto CAROL LN. at the Ace Hardware Store.
4. Proceed past the church to the South Lot entrance and turn RIGHT.
5. Drop off students and proceed through the lot out of the exit at the far end of the South lot.

**The Springstone School**  
**1035 Carol Lane**  
**Lafayette, CA 94549**  
(925) 962-9660



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	29	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**