

Dear Parents and families,

Welcome to Spark Community Schools! We are thrilled to have you and your child join our educational community. At Spark, we firmly believe that every child deserves access to a quality education that equips them with the necessary skills for a successful and productive future.

Our school prides itself on providing small classroom sizes, ensuring that students can build strong relationships with their peers and teachers in a safe and supportive environment. We embrace a unique approach to learning, where children of different ages and abilities learn together. By interacting with students across various grades, your child will not only develop as a leader but also learn the essential skills of collaboration, preparing them for the real world.

We celebrate the individuality and uniqueness of each student and understand the importance of personal attention. With one adult teaching approximately 10 students, our dedicated Teachers can provide the love, support, and guidance needed for your child's success. Together, we foster a fun and caring community that ignites a lifelong love of learning.

At Spark, education is tailored to meet each student's needs, ensuring personalized instruction that takes them from where they are and helps them apply their learning in meaningful ways. Our microschool program offers a comprehensive instructional day that consists of three distinct parts: Spark Time, Ignite Time, and Blaze Time. These components provide a rigorous curriculum and, when appropriate, an after-school childcare program that creates a safe and nurturing environment for our students and families.

Let's take a closer look at our instructional day:

Spark Time: This is where our day begins, providing daily opportunities for students to share, think, collaborate, and have fun together. Spark Time fosters a sense of community and promotes social-emotional learning, setting a positive tone for the day.

Ignite Time: During this part of the day, students engage in individualized lessons in core subjects such as reading, writing, math, science, and social studies. These lessons are tailored to each student's unique needs and are aligned with state standards, ensuring that your child receives personalized instruction.

Blaze Time: This period provides students with the chance to apply their core knowledge to solve real-world problems through project-based learning. Blaze Time encourages collaboration, critical thinking, and the practical application of acquired knowledge.

We commend you for choosing Spark Community Schools for your child's education. We believe that this student and family handbook will be an invaluable resource to help you understand our school's policies and procedures. It will serve as a guide as we work together to create an enriching and supportive environment for your child's growth.

Once again, welcome to Spark Community Schools! We are excited to embark on this journey with you and your child. Together, we will ignite a love of learning and empower your child to reach their full potential.

Wishing you well,

Darla Baquedano
Director of Education, Spark Community Schools

This handbook is filled with important information that you should review and refer to throughout the course of the school year. Though Spark Community Schools does not anticipate needing to change or update the policies herein during the school year, we will send any necessary updates via email. As always, please do not hesitate to reach out to Spark Community Schools.

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Section 1: About Spark Community Schools

1.1 Mission

At Spark Community Schools, we believe in creating a world where every child, from cradle to career, has equal access to affordable early childhood education, high-quality K-12 choices, free tutoring, social supports, and a clear path to a prosperous future. We strive to ignite the light in every student and provide them with the tools they need to succeed.

1.2 Vision

Our small, safe, and fun Kindergarten-12th grade schools serve all students, regardless of their zip code, household income, transportation access, or current educational attainment level. We firmly believe that these factors should not determine a child's potential. Instead, we are dedicated to providing excellence in the classroom and offering parents more options for their children's education

1.3 Core Values

- Be driven by our **VISION**
- Settle for nothing but **EXCELLENCE**
- Be **COURAGEOUS**
- **LOVE** people
- Have **FUN**

1.4 Community

Spark Community Schools is a community. Spark Community Schools fosters connection for students, Teachers and families through a variety of activities. Spark Community Schools is committed to allowing Teachers flexibility and autonomy within the safety requirements and programmatic boundaries of the Spark Community Schools model.

Spark Community School Teachers will:

1. Maintain a safe space. Teachers must ensure that they are meeting all of Spark Community Schools's safety requirements at all times. They must also report any safety or behavioral concerns to Spark Community Schools and participate in all of Spark Community Schools's behavior intervention practices.
2. Apply the Spark Community Schools learning model. Teachers must not only generally follow the model with fidelity, but they must also scaffold, adapt, and augment the learning process for each student.
3. Build relationships. Teachers are expected to maintain a space where students live the core values, and are safe, accepted, and seen.
4. Inspire their students. Teachers should help students see learning as a gift, manage their autonomy, and motivate students to set big goals and consistently progress towards achieving their goals.

1.5 The Spark Community Schools Model

The Spark Community Schools model looks and feels different than what families might be familiar with if they've come from a traditional classroom or homeschool program. Parents/guardians play a pivotal role in their student's Spark Community Schools experience and are expected to be partners with their student and Teacher.

First, families are asked to respect and celebrate their student's progress, regardless of grade level achievement, so long as they are working at improving their own learning. This is because Spark Community Schools believes that learning HOW to learn and de-stigmatizing struggle and failure is critical to empowering students.

Second, families are asked to create a family culture of learning to reinforce their student’s learning empowerment. Examples of how a family may approach this include, but are not limited to:

- Setting an example that learning can happen anytime in a number of ways, like watching a documentary, going to a museum, or looking up easy-to-do experiments at home.
- Modeling goal setting as well as struggling and persisting to achieve your goals.
- Encouraging and modeling looking at issues from multiple perspectives.
- Celebrating your student’s diverse collection of talents.

Finally, and perhaps most critically, families must communicate with their student’s Teacher regularly to discuss not only their own student’s performance in the microscool, but to also raise any concerns or frustrations they may have with the microscool experience. The success or failure of each student is primarily dependent upon the relationship between the Teacher, parent, and student.

1.6 Acknowledgements and Agreements to Submit to Spark Community Schools

All parents/guardians and students must sign the following four (4) forms prior to the school year beginning. These forms will be stored in each student’s Spark Community Schools file and will be deleted at either at the end of the 2024-2025 school year, or when the student withdraws, whichever comes first.

1.6.1 Family Handbook Acknowledgement Form

*Student and Family Handbook Acknowledgement Form
2024-2025 School Year*

My child and I have received a copy of the 2024-2025 child and Family Handbook. We have read the Handbook and understand all of the rules and expectations set out in the Handbook that apply to me, my child attending the microscool, and my child's family.

My child and I agree to be responsible for following all of the rules and expectations set out in the Handbook and understand that failing to follow the policies in the Handbook may result in adverse consequences, including removal of my child from the microscool.

I understand that this Handbook may be amended during the school year without notice. Any changes in Handbook policies shall be communicated to me by email at the email address that I have provided Spark Community Schools.

Child's First and Last Name	Teacher's Name
Parent/Guardian Signature	Date

1.6.2 Code of Conduct and Community Standards Acknowledgement

*Code of Conduct and Community Standards Acknowledgement
2024-2025 School Year*

My child and I have received a copy of the Spark Community Schools' Code of Conduct and Community Standards.

My child and I agree to be responsible for following all of the rules and expectations set out in Spark Community Schools' Code of Conduct and Community Standards, and understand that the consequences for violating these behavior expectations may result in disciplinary action.

I understand that my child's teacher may supplement these documents with his or her classroom Community Agreements, which my child and I agree to follow as well.

Child's First and Last Name	Teacher's Name
Parent/Guardian Signature	Date

1.6.3 Technology Agreement

*Technology Agreement
2024-2025 School Year*

Spark Community Schools and/or its partners issue each student a device free of charge. The device will be provided after registration is complete.

Technology Device Distribution

Students will be assigned a technology device to use for asynchronous learning.

Technology Device Identification

Technology devices issued to students will be labeled by a record of serial numbers and/or an asset tag.

Technology Device Care

Students may not:

- Leave their technology device in any unsupervised area, including a car.
- Keep or store food or drink next to a technology device when in use or in a backpack.
- Carry the technology device while the screen is open.
- Place any writing, stickers, or labels on the technology device that are not provided or directed by the School.
- Reconfigure or change the hardware of the technology device in any way.

Technology device screens are delicate and can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure.

- Do not lean or place anything on the top of the technology device when it is closed.
- Do not place anything near the technology device that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the display.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, etc.).
- Clean the display with a soft, dry cloth or anti-static cloth.

Technology devices must be stored in a secure area. Students may not store a technology device in a car at any time for any reason. Students should be sure nothing is placed on top of a technology device when it is being stored.

Lost, Stolen, Damaged Devices

If a technology device is lost, stolen, or damaged, the student and the student's parent(s) or guardian(s) are responsible for the cost of repair or for the device's fair market value on the date of loss or damage.

*Technology Agreement
2024-2025 School Year*

Cost of Repairs/Replacement Parts

Chromebook Laptop Charging Cable \$25.00
Damaged screen \$25.00
Damaged Keyboard \$25.00
Battery \$25.00

Replacement: Lost, Stolen, Beyond Repair Age of Technology Device

Fair Market Value

1 to 2 years \$450.00

3 to 4 years \$300.00

*Original cost of a Chromebook to the school is \$500.00

Spark Community Schools will not pay for loss or damage caused by or resulting from the following:

1. Loss of data caused by surge, lightning, or inappropriate electrical use.
2. Dishonest, fraudulent, or criminal acts.
3. Any loss to accounts, valuable documents, music or videos, records, or assignments and/or their effects on grades/student achievement. Students are responsible for backing-up their own data. A repair claim will only cover material issues with the device, not lost opportunities or data.
4. Loss caused by failure to use all reasonable means to protect the technology device that has been damaged.
5. Disappearance not accompanied by a police report.

Spark Community Schools has the final say in determining replacement and repair situations.

Technology Agreement
2024-2025 School Year

Student Agreements

By signing below, I,

_____ (student's first and last name) , understand that:

- My device is owned by Spark Community Schools and/or its partners and is not my personal property.
- My device is a tool to help me learn. I control it; it does not control me.
- My device is for academic activities; my device is not for social media or gaming.
 - If I use my device for social media or gaming during microscool hours, my device may be removed temporarily.
 - If I use my device for inappropriate activities, there may be disciplinary consequences, up to and including removal from Spark Community Schools.
- I have no expectation of privacy on my device. Both my Teacher and Spark Community Schools can look at my browsing history at any time without my permission.
- While in the microscool, my device should only be used in a group setting and should never be used in private.
- My device can be taken home to be used for asynchronous learning.
- I will return the device to the school on the first day of classes immediately following asynchronous learning.
- ***If a technology device is lost, stolen, or damaged, my parents and I are responsible for the cost of repair or for the device's fair market value on the date of loss or damage.***

Student Signature	Date
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Technology Agreement
2024-2025 School Year

Parent/Guardian Agreements

By signing below, I, _____

(parent/ guardian's full first and last name), understand that:

- My student's device is the property of Spark Community Schools and/or its partners.
- My student will take his or her device home to be used for asynchronous learning.
- My student will return the device to the school on the first day of classes immediately following asynchronous learning.
- My student is responsible for the Student Agreements described above regarding responsible device use.
- ***If a technology device is lost, stolen, or damaged, my student and I are responsible for the cost of repair or for the device's fair market value on the date of loss or damage.***

Parent/Guardian Signature	Date
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Serial numbers and/or asset tag of device

1.6.4 Photo/Video Release Form

*Student Photo/Video Release Form
2024-2025 School Year*

Throughout the school year, there may be times when Spark Community Schools may take photographs of students, audiotape and/or videotape students, or interview students for school-related stories in a way that would individually identify a specific student. Those photographs, audio recordings, and/or videotaped images or interviews may appear in school publications; microschoo video productions; the Spark Community Schools website; in microschoo advertisements, fundraising, and/or recruitment materials; in the news media; or in other nonprofit, education-related organizations' publications.

In order to release student photos, video footage, comments and/or post on the microschoo website, Spark Community Schools needs written permission. Please complete the release form and note below whether or not Spark Community Schools has permission to release images of your child.

_____ I hereby **give permission** for Spark Community Schools to use my child's voice and/or likeness in its publications for the purposes mentioned above. This means that:

- I authorize the use and reproduction by Spark Community Schools of any and all photographs and/or audio or video recordings taken of my child, without compensation to my child or to me. All photographs and recordings shall be the sole property of Spark Community Schools.
- I waive any right to inspect or approve the finished photographs, audio or video recordings, and/or reproduced materials that may be used in conjunction with them.
- I understand and agree that Spark Community Schools may use my child's voice and/or likeness in subsequent school years unless I revoke this authorization by notifying Spark Community Schools in writing.
- I grant unto Spark Community Schools permission to permit my child to be photographed, audio/videotaped, or interviewed by the news media or other approved organizations for microschoo-related stories or articles.
- I release Spark Community Schools, and those acting pursuant to their authority from liability for any violation of any personal or proprietary right I may have in connection with the purposes mentioned above.

_____ Spark Community Schools may **NOT** use my child's voice and/or likeness in its publications for the purposes mentioned above. I further decline permission for Spark Community Schools to permit my child to be photographed, audio/videotaped, or interviewed by the news media or other approved organizations for school-related stories or articles.

Student's name	Parent/Guardian's name
Parent/Guardian's signature	Date

1.6.5 Student Emergency Contact Form

*Student Emergency Contact Form
2024-2025 School Year*

In the event that there is an emergency involving a student, Spark Community Schools will make every attempt to communicate with the student’s parents or guardians. If we are unable to reach you in an emergency situation. We will reach out to the emergency contacts listed on this form. Please provide details of individuals who can be contacted in case of an emergency. Please ensure that these contacts are readily available during school hours and can be reached in case of an emergency. Ensure to provide accurate and up-to-date information.

Student’s Name	Date
Parent/Guardian 1 Name	Parent/Guardian 1 Signature
Parent/Guardian 2 Name	Parent/Guardian 2 Signature

Emergency Contacts:

First & Last Name	Relationship to Student	Phone Number
First & Last Name	Relationship to Student	Phone Number
First & Last Name	Relationship to Student	Phone Number

1.7 Additional Student Forms to Submit to Teacher

The following student forms are available to help the microschool run smoothly. If applicable, families should fill these forms out and give them to their student’s Teacher at the beginning of the school year. Teachers will keep the forms for the duration of the school year and either destroy or return the hard copies of these forms to students’ families at the end of the school year or at the end of their enrollment, whichever comes first.

1.7.1 Allergy Notification Form

*Allergy Notification Form
2024-2025 School Year*

Parents and families,

Please complete this form and return to your child's teacher to document your student's allergies. Please list all food or environmental allergies (no matter how minor) that your student may have and the severity of the reaction.

“Severe allergy” means a dangerous or life threatening action of the human body to an allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention. If your child is prescribed an EpiPen, you may leave the EpiPen at the school with the child’s teacher.

Student Name	Grade
Parent/Guardian Name	Parent/Guardian Signature
Parent/Guardian Home Address	Parent/Guardian Cell Phone
Parent/Guardian Work Address	Parent/Guardian Work Phone

Allergen	Severity (circle one)	Nature of Reaction
	Mild Moderate Severe	
	Mild Moderate Severe	
	Mild Moderate Severe	

*If you require additional lines of data, please attach an additional list of allergens and the severity and nature of the reaction to this form and submit it to your child's teacher.

1.7.2 Medication Administration Authorization Form

*Student Medication Administration Form
2024-2025 School Year*

My child, _____ (child's name), has been prescribed medication that must be administered during the school day. I understand Spark Community Schools Teachers are unable to administer medication to students (other than emergency life-saving medications, such as Epipens), and so I am authorizing the following method of administration (choose from the following and complete text fields in the box):

<p>Option 1: Student Self-administration</p> <p>I, _____ (parent/guardian's name), grant permission for my child, _____ (student's name) to self-administer _____ (medication name) during microscool hours on _____ (list applicable date range).</p> <p>I have explained to my child the safety aspects and dosage requirements of self-administering this medication, and I have reviewed and am familiar with Spark Community Schools's Student Medication Policy. I have attached to this form a note from my child's physician authorizing them to self-administer this medication.</p>
<p>Option 2: Authorized Adult Administration</p> <p>I, _____ (parent/guardian's name), grant permission to _____ (adult's name) to administer _____ (medication name) to my child, _____ (child's name) during microscool hours on _____ (list applicable date range). I have explained to this individual the safety aspects and dosage requirements of administering this medication to my child.</p>
<p>Option 3: Parent Administration</p> <p>I, _____ (parent/guardian's name), will be visiting the microscool during microscool hours to administer medication to my child, _____ (child's name) on _____ (list applicable date range).</p>

By signing this document, I understand that the Teacher, the microscool, and Spark Community Schools cannot and do not ensure my child's safety in self-administering medication, or in having the authorized adult administer medication to my child. I agree to hold harmless the Teacher, the microscool, Spark Community Schools, their agents and employees from any and all liability or claim arising from or in any way connected with the release of my child under this form, including claims of negligence, and regardless of whether such claim or liability is actually or allegedly caused in whole or in part by the actions or inaction of the Teacher, the microscool, Spark Community Schools, their agents, or employees. In making this request, I waive any and all liability, cause of action, or claims for damages that may arise at any time as a result of the Teacher, the microscool, and their employees honoring this waiver allowing my child to self-administer medication, or to have the authorized adult administer medication to my child.

Parent/Guardian Signature	Date
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Spark Community Schools and its staff will maintain confidentiality with this form. Staff may share this form with other Spark Community Schools personnel only within the limitations of the Family Educational Rights and Privacy Act (FERPA).

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1.7.3 Student Pick-up Authorization Form

*Student Pick Up Authorization Form
2024-2025 School Year*

This document is to be filled out by the child's parent/guardian if that parent/guardian wants to authorize any adult other than a parent/guardian to pick up the student. Students are not permitted to leave the microscool location for any reason during school hours or after school unless: (1) accompanied by an authorized adult, or (2) they are old enough to walk/bike home. Once completed, the Teacher should keep a copy of this form on file.

Student's Name	Date
Parent/Guardian 1 Name	Parent/Guardian 1 Signature
Parent/Guardian 2 Name	Parent/Guardian 2 Signature

Adults Authorized to pick up Student:

First & Last Name	Relationship to Student	Phone Number
First & Last Name	Relationship to Student	Phone Number
First & Last Name	Relationship to Student	Phone Number

***If you plan to authorize more than three additional adults for pick-up, please submit an additional list to your child's Teacher with the individual(s), their relationship to your child, and their phone number.**

1.7.4 Student Walk/Bike Consent Form

*Student Walk/Bike Consent Form
2024-2025 School Year*

I, _____ (parent/guardian's name), grant permission for my child, _____ (student's name) to walk and/or ride their bike to and from their microschooL each day. I have explained to my child the safety aspects of walking and/or bicycle riding while unaccompanied by an adult.

I understand that in granting this permission, my child's teacher is authorized to release my child from the microschooL. I also understand that my child **MUST LEAVE** the microschooL property at dismissal time and will not be allowed to remain at the microschooL unless an arrangement has previously been made with the teacher allowing this. If my plans change and my child needs to follow a different microschooL dismissal arrangement, I will contact the teacher with instructions for my child.

By signing this document, I also understand that the teacher, the microschooL, and Spark Community Schools cannot and do not ensure my child's safety while traveling to and from the microschooL. I agree to hold harmless the teacher, the microschooL, Spark Community Schools, their agents and employees from any and all liability or claim arising from or in any way connected with the release of my child under this form, including claims of negligence, and regardless of whether such claim or liability is actually or allegedly caused in whole or in part by the actions or inaction of the teacher, the microschooL, Spark Community Schools, their agents, or employees.

In making this request, I waive any and all liability, cause of action, or claims for damages that may arise at any time as a result of the teacher, the microschooL, and their employees honoring this waiver allowing my child to leave the school grounds.

If your child has permission to leave school grounds and will NOT be returning home immediately after school dismisses, please specify the location where he or she will be going. (For example, Jack's house (Friend), Tutoring Center, etc.)

Parent/Guardian Signature	Date
Location where child will be going	

1.7.5 Family Educational Rights and Privacy Opt-out Form

*Family Educational Rights and Privacy Act Opt-out Form
2024-2025 School Year*

In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), a student's education records are maintained as confidential and, except for a limited number of special circumstances listed in that law, will not be released to a third party without the parent/student's prior written consent. The law, however, does allow schools to release student "directory information" without obtaining the prior consent of the parent/student. If you do not want the release of certain types of directory information without your prior consent, you may choose to "opt-out" of this FERPA exception by signing this form.

"Directory Information" means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. FERPA permits Spark Community Schools to designate certain personal information as "directory information," which may be released to anyone who follows the procedures for requesting it as prescribed in Spark Community Schools policy.

To prohibit Spark Community Schools from releasing your student's directory information, you must circle "No" adjacent to the appropriate statement(s) below, sign the form, and return it to Spark Community Schools. Completion of this form is optional. However, if you do not circle "No" or return this form, directory information about your student may be released in accordance with Spark Community Schools policy. If you have more than one student enrolled, you must complete a separate form for each student.

Yes	No	I give permission for my student's directory information to be used for school-related purposes.
Yes	No	I give permission for my student to be videoed, photographed, or interviewed at school by local media or Spark Community Schools personnel for use in educational purposes.
Yes	No	I give permission for my student's artwork, projects, photographs, etc. to be used or displayed in the microschool and Spark Community Schools's communication devices. Examples include media coverage, printed materials, marketing, and websites.
Yes	No	I give permission for my student's name, address, and telephone number to be provided upon request by law enforcement officials and authorities

Student Name	Date of Birth
Parent/Guardian Name	Parent/Guardian Signature
Parent/Guardian Phone	Date

Section 2: The Spark Community Schools Experience

2.1 The Learning Model

Our microschool program offers a comprehensive instructional day that includes four parts: Spark Time, Ignite Time, Blaze Time, and Glow Time. These four parts lend themselves to a rigorous instructional day and, when appropriate, an after-school tutoring program that provides a safe and nurturing environment for students and families.

Spark Time

Our instructional day begins with Spark Time, which provides daily opportunities for students to share, think, collaborate, and have fun together. This time fosters a sense of community and promotes social-emotional learning.

Ignite Time

During Ignite Time, students work on individualized lessons in core content subjects such as reading, writing, math, science, and social studies. These lessons are based on individual student data and are aligned to state standards. This approach ensures that students receive personalized instruction that meets their unique needs.

Blaze Time

Blaze Time provides students with an opportunity to apply core content knowledge to solve real-world problems using a project-based learning approach. This time allows students to collaborate, think critically, and apply their learning in meaningful ways.

Glow Time

(Available at locations without existing after-school programs)

Our after-school tutoring program, Glow Time, uses interest-based academic and recreational activities to provide a safe and nurturing environment for students and families. This program offers families access to quality after-school care daily, giving them peace of mind and enabling them to focus on their work and other responsibilities.

2.1.1 Sample Schedule

A day could look as follows. However, the schedule can, and will, vary according to location and community.

Spark Community Schools Sample Third Grade Daily Schedule

Timeframe	Activity or Lesson
8:00-8:15	Arrival
8:15-8:30	Spark Time: Collaboration, Community Builders, or Conversations
8:30-9:30	Spark Time: Social Emotional Learning <i>Conflict Resolution/Problem Solving</i>
9:30-9:45	Brain Break Five Minute Dance Break
9:45-10:00	Snack
10:00-11:00	Ignite Time: Reading Foundational Skills Small Groups <i>Comprehension- Asking and Answering Questions from Informational Text</i> <i>Writing- Opinion Writing</i>
11:00-11:30	Lunch
11:30-12:00	Recreation
12:00-1:00	Ignite Time: Math Foundational Skills Small Groups <i>Fractions</i> <i>Solving Two-Step Problems</i>
1:00-1:15	Brain Break
1:15-1:30	Snack
1:30-2:00	Ignite Time: Science/Social Studies Small Groups <i>Science- Adaptations and Variations</i> <i>Social Studies- Maps</i>
2:00-3:00	Block Time: Project Based Learning <i>Tornado Tower</i>
3:00	Dismissal

2.2 Curriculum

Spark Community Schools uses a mixture of technology, Teacher magic, and community building to ensure that students will excel personally and academically.

2.2.1 Social Emotional Learning

Spark Community Schools values educating the whole child for student success. That's why we incorporate a daily social-emotional learning component in our K to 12th grade curriculum. Social-emotional learning supports relationship building, diversity, inclusion, and culturally responsive teaching. By teaching social-emotional learning lessons, we help our students reduce conflict, build confidence, and develop relationship skills, leading to academic excellence.

2.2.2 From Education to Application

Spark Community Schools staff know that students need to apply their knowledge to real-world problems to truly understand it. That's why we incorporate daily **project-based learning**, where students work on solving real-world problems or answering complex questions over an extended period of time. Students work on a project that engages them in their area of interest. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. This approach develops critical thinking, collaboration, creativity, and communication skills, resulting in a deep understanding of the content.

2.2.3 Lifelong Learning for ALL

At Spark Community Schools, we believe that learning is a lifelong process, and that includes our instructors and assistants too. We provide our staff with ongoing, top-notch professional development opportunities to support all students with academic and personal success. Our instructors and assistants are thoroughly trained on curriculum and programs, and how to analyze data to meet each student's individual learning needs. Additionally, our staff members receive essential training in areas like CPR and first aid, mental first aid, and Conscious Discipline. We coach our staff on best educational practices to ensure they can provide our students with the most effective instruction.

2.2.4 Prioritizing Safety of Students and Staff

Spark Community Schools considers the safety of students and staff a priority. We use online monitoring tools to ensure safe device usage by students. These tools allow staff to interact with student computer screens, manage digital distractions, and view student progress in real time. It also processes online activity that indicates a risk of self-harm or possible harm to others. These tools give staff timely alerts that provide robust, relevant context around an event so designated staff can easily assess the risk level and respond appropriately.

2.2.5 Taking Skills Beyond the K-12 Classroom

Spark Community Schools uses online learning management systems and platforms, which keep digital lessons, schedules, syllabuses, grades, and materials all in one place. Students, instructors, assistants, parents, and families can easily access these systems and platforms from any computer or mobile device. Providing students with exposure to online learning systems and platforms may help them transition into higher education since similar platforms are used by most high schools and many college and university programs now require students to enroll in at least one online class.

2.3 Grades Policy

Grades will be calculated based on data from learning tools such as; curriculum, systems, and platforms used by Spark Teachers, which measure grade level mastery and growth. This means that if students do not complete work in their learning tools, their grades will be affected. Spark Community Schools will assign an initial grade for each student in core content areas.

2.3.1 Teacher and/or Assistant Input

Teachers and/or Assistants review the grades and may provide input or correction. Teachers and/or Assistants may also be asked to provide feedback about more qualitative growth of students, though this information does not affect the student's grade.

Please note that if a student eventually enrolls in a public school, that school might have their own exam

or method for determining the grades or level of the student.

2.4 Assessing Students to Determine Learning Levels

Spark Community Schools assesses each student to verify their instructional needs. Assessments are crucial in evaluating students' learning progress in core content areas, such as reading, writing, and math. Summative assessment measures overall understanding and is conducted at the beginning, middle, and end of the school year to establish a baseline, monitor progress, and calculate yearly growth. Teachers will also use daily formative assessments to cater to students' individual needs and ensure their success.

Using a nationally recognized, summative assessment, Teachers can confidently tailor instruction to challenge every student, whether they are below, at, or above grade level. Assessment reports also present realistic learning goals by subject areas so that, with a Teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning.

Additional summative assessments that help Teachers track the progress of literacy and reading skills are also used. These tests are designed to quickly identify students who may need extra help with reading and monitor their progress. These assessments measure skills that are known to be important for reading success. When Teachers use this data, they can see how each student is doing and how they can help them improve.

2.4.1 Using Assessment Data to Personalize Instruction

After assessing students, our Teachers assign appropriately leveled lessons in math, reading, writing, social studies, science, and more. These lessons are formatted to keep students interested as they proceed at their own pace. Teachers monitor real-time data to track each student's daily lesson progress and help them succeed. Lessons are individualized, mastery-based, and aligned to state standards. Although some of these lessons are delivered online, Teachers can provide one-on-one or small group instruction if needed based on student data.

2.5 Device Responsible Use and Management Policy

Spark Community Schools and/or a Spark Community Schools' partner issues each student a device, free of charge, for use for the duration of the school year. The device will be provided to the student on the first day of attendance after the student's Spark Community Schools registration process is complete.

It is important that each student uses their Spark Community Schools-issued device while enrolled with Spark Community Schools. Spark Community Schools uses a variety of learning tools to help with things such as keeping the online curriculum programs updated with integrations, device and internet security, and giving the students a consistent and more enjoyable experience.

The Teacher and/or Assistant, student, parent/guardian each have responsibilities in managing their devices, as outlined below. Keep in mind that devices are property of Spark Community Schools and/or a Spark community Schools' partner throughout the school year and are provided to students only as a tool to access academic activities and to help them learn.

2.5.1 Student Responsibilities

Devices are assigned to a specific student and stay with the student. Students leave their device at their microschoool.

While in the microschoool, the device should only be used in a group setting and should never be used in private. There is no expectation of privacy on any device. An Instructor and/or Assistant or Spark Community Schools representative may look at the browsing history at any time with or without student or parent/guardian permission.

Devices are also not for social media or gaming. If a student is found accessing social media or gaming during microschoool hours, their device may be removed temporarily. Repeated violations will be addressed via Spark Community Schools' behavior reset policies.

Additional student expectations and responsibilities can be found in the Student Technology Agreement.

2.5.2 Student Internet Safety

Under the Children's Internet Protection Act ("CIPA"), schools must adopt technology protection

measures and a safety policy addressing the behavior of minors when using the internet.

We use student monitoring tools to:

- Help protect students against harmful and inappropriate online material
- Help students stay “scholarly” and more focused when learning online
- Help assess students’ progress towards class assignments
- Facilitating communication between Teachers and students during class time

When a student is off campus, parents are responsible for supervising internet access and usage.

We encourage you to discuss rules for appropriate internet usage with your child, and to reinforce lessons of digital citizenship and safety with him or her. We also highly encourage you to report any potential cyberbullying or other sensitive issues to us.

Section 3: Student Behavior, Discipline, and Removal

Microschool student discipline is governed by Spark Community Schools’ Code of Conduct and Community Standards, both of which are supplemented by each individual classroom’s Community Agreements that reflect the Teacher and/or Assistant’s unique facility safety and behavioral expectations. Students and their families will review and sign Spark Community Schools’ Code of Conduct and Community Standards, as well as their Classroom Community Agreements within the first ten (10) days of attendance at the microschool. When a student violates Spark Community Schools’ Code of Conduct, Spark Community Schools’ Community Standards, or the Classroom Community Agreements, Teachers and/or Assistants can document the improper conduct, follow Spark Community Schools’ disciplinary and behavioral intervention expectations, and refer to Spark Community Schools’ student removal processes as outlined in this Policy, should behavior warrant removal.

3.1 Spark Community Schools Code of Conduct and Community Agreements

The Spark Community Schools Code of Conduct and Community Agreements sets behavior expectations and consequences for all Spark Community Schools microschool students. The Teacher and/or Assistant should supplement Spark Community Schools’ Code of Conduct with their Classroom Community Agreements.

The Classroom Community Agreements may cover additional safety and behavioral expectations unique to the classroom and/or facility.

3.1.1 Students must:

1. Adhere to all applicable local, state, and federal rules, regulations, ordinances and laws. Ignorance of such rules, regulations, ordinances and laws does not excuse the student’s failure to abide by them.
2. Adhere to the Classroom Community Agreements, as created in collaboration with the Teacher and/or Assistant and other students in the classroom.
3. Refrain from engaging in any disrespectful, dishonest, libelous, obscene, profane, or abusive behavior towards any student, Parent/Guardian, other Teachers and/or Assistants, or Spark Community Schools employee, agent, or contractor. Spark Community Schools retains sole discretion to determine what constitutes disrespectful, dishonest, libelous, obscene, profane, or abusive behavior in the microschool environment and what actions to take. Any corrective action will align with Spark Community Schools’ policies for resolving such conduct. Spark Community Schools retains the discretion to determine what constitutes unacceptable behavior otherwise.
4. Refrain from engaging in any actions, oral statements, and written statements that threaten or violate the personal safety of any student, Parent/Guardian, or Teacher and/or Assistant. This includes any behavior that may constitute harassment (sexual or otherwise) or discrimination (related to any protected class or otherwise) that creates a hostile or offensive environment for any student. The Teacher and/or Assistant and Spark Community Schools reserve the right to determine what constitutes “harassment” and “discrimination” in the microschool environment. The Teacher and/or Assistant’s and Spark Community Schools’ determination that harassment or discrimination has occurred may not be coequal with the legal definition of those terms. In other words, the Teacher and/or Assistant and Spark Community Schools may determine that certain

conduct is harassment or discrimination under these Community Agreements that the law would not classify as such.

5. Refrain from engaging in any conduct that hinders or interferes with the educational process.

6. Not discriminate against or harass anyone on the basis of race, national origin, religion, gender, gender identity or expression, physical or mental disability, medical condition, marital status, age, or sexual orientation. When in doubt, exercise caution and common sense in interacting with others.

7. Refrain from using or being under the influence of alcohol or illegal drugs during core microschoo hours or when otherwise interacting with others in the Spark Community Schools Community at Spark Community Schools-sponsored events.

8. Not bring firearms (as defined by 18 U.S. Code § 921(a)(3)) or any other implement that could potentially cause serious injury (such as BB or Airsoft guns, box cutters, knives, etc.) to any microschoo location, as is the case with a traditional school.

9. Not cause or induce any third party to engage in activities that violate these Agreements.

3.1.2 Parents/Guardians must:

1. Adhere to all applicable local, state, and federal rules, regulations, ordinances, and laws. Ignorance of such rules, regulations, ordinances, and laws does not excuse the Parent/Guardian's failure to abide by them.

2. Cooperate in any investigation initiated by Spark Community Schools or law enforcement of the microschoo their student attends, its operations, or an incident that occurred at their student's microschoo.

3. Refrain from falsifying, altering, or inventing any information related to their student.

4. Refrain from engaging in any disrespectful, dishonest, libelous, obscene, profane, or abusive behavior towards any student, Parent/Guardian, other Teachers and/or Assistants, or Spark Community Schools employee, agent, or contractor. Spark Community Schools retains sole discretion to determine what constitutes disrespectful, dishonest, libelous, obscene, profane, or abusive behavior on the part of a Parent/Guardian in the microschoo environment. Spark Community Schools retains the discretion to determine what constitutes unacceptable behavior otherwise.

5. Refrain from engaging in any conduct that hinders or interferes with the educational process.

6. Not bring firearms (as defined by 18 U.S. Code § 921(a)(3)) or any other implement that could potentially cause serious injury (such as BB or Airsoft guns, box cutters, knives, etc.) to any microschoo location, as is the case with a traditional school.

7. Ensure that their student attends the microschoo regularly. Parents/Guardians are expected to notify the Teacher and/or Assistant when their student will be absent, providing as much notice as possible for any planned absences.

8. Not cause or induce any third party to engage in activities that violate these Agreements.

3.2 Classroom Community Agreement Construction

Classroom Community Agreements are unique to each classroom and are a way for the Teacher and/or Assistant to establish behavior expectations for their microschoo and inform students of consequences for not meeting expectations. At every microschoo, the Teacher and/or Assistant and their students should collaboratively create a set of Classroom Community Agreements at the beginning of the school year. Teachers and/or Assistants may refer to Spark Community Schools' exemplar Community Agreements for guidance. Every Teacher and/or Assistant should provide a copy of their Classroom Community Agreements to each student and all parents/guardians in the microschoo, and any disciplinary consequences unique to that classroom as per their Classroom Community Agreements.

3.3 Behavior Support for Minor Behaviors

When student behavior violates the Spark Community Schools Code of Conduct, Classroom Community Agreements, or is otherwise concerning but does not impact microschoo safety, the Teacher and/or Assistant should follow clear behavior support steps.

Level One - Conversation and Documentation

Spark Community Schools suggests that the Teacher and/or Assistant hold a private conversation with the student about the behavior and contact the student's parents/guardians in writing regarding the behavior. The Teacher and/or Assistant may also hold a meeting with the student's parents/guardians.

Level One may be initiated for:

- First violation of the Code of Conduct.
- Consistent violations of the Classroom Community Agreements. This could be violations of the same expectation or a variety of expectations. Teachers and/or Assistants may decide what constitutes "consistent", however each student should be held to the same parameters and it is encouraged that the behavior should be present for more than one day before reaching this level.

Teachers and/or Assistants can utilize this level as many times as they'd like before moving to Level Two. Teachers and/or Assistants should submit a Student Incident Form (SIF) within twenty-four (24) hours of any incident requiring intervention at Level One, though Teachers and/or Assistants may determine whether such formal documentation is necessary. It may be that the first time a behavior occurs, a SIF is unnecessary, though Teachers and/or Assistants should use their discretion and knowledge of the student and classroom in making that assessment.

Level Two - Restorative Reset

At this level, the Teacher and/or Assistant will require the student to take a one (1) - two (2) day break from the classroom and participate in a Restorative Reset. Teachers and/or Assistants **MUST** submit a SIF anytime they ask a student to participate in a Restorative Reset. The Teacher and/or Assistant will submit Spark Community Schools' SIF to inform Spark Community Schools of the incident, behavior violation, and the need to proceed with a Restorative Reset.

Level Two may be initiated for:

- Second violation of the Code of Conduct for behavior which has already been addressed through Level One.
- First violation of the Code of Conduct for behavior that threatens the physical safety of the community.

In general, Teachers and/or Assistants should not ask a student to participate in a Restorative Reset for violating the Classroom Community Agreements, as this process is designed for severe behaviors. However, Teachers and/or Assistants may do so in cases where they have followed the Behavior Support Process and completed the Student Behavior Tracker and there has been little to no improvement in behavior.

3.3.1 Student Behavior Tracker Template

Student Support & Behavior Tracker/Seguimiento de la conducta y el apoyo a los estudiantes

Vital Questions/Preguntas importantes

- What skills, information, or support does the student need in order to conduct themselves well?/¿Qué habilidades, información o apoyo necesita el estudiante para comportarse bien?
- What isn't working for this student and how can we create an environment where their needs are met?/¿Qué no funciona para este estudiante y cómo podemos crear un entorno en el que se satisfagan sus necesidades?
 - Does the student have strong relationships with the teacher and classmates?/¿Tiene el estudiante relaciones sólidas con el maestro y los compañeros de clase?
 - Do they understand our community agreements?/¿Entiende los acuerdos de nuestra comunidad?
 - Do they know how to solve conflicts in effective ways?/¿Sabe cómo resolver conflictos de manera eficaz?
 - Do they have too much or too little autonomy?/¿Tiene demasiada o muy poca autonomía?
 - Is there a mindset issue?/¿Tiene un problema de pensamiento?
 - Do they need help managing their thoughts and feelings?/¿Necesita ayuda para manejar sus pensamientos y sentimientos?
 - Does the student feel connected to their personal purpose?/¿Se siente el estudiante conectado con su propósito personal?

Student/Estudiante:		Week/Semana 1:		
Day/día 1:	Day/día 2:	Day/día 3:	Day/día 4:	Day/día 5:
Observed Behavior/Comportamiento observado:	Observed Behavior/Comportamiento observado:	Observed Behavior/Comportamiento observado:	Observed Behavior/Comportamiento observado:	Observed Behavior/Comportamiento observado:
Interventions/Intervenciones:	Interventions/Intervenciones:	Interventions/Intervenciones:	Interventions/Intervenciones:	Interventions/Intervenciones:
Behavior score/Nivel de conducta: 1 2 3 Frequency score/Nivel de frecuencia: 1 2 3	Behavior score/Nivel de conducta: 1 2 3 Frequency score/Nivel de frecuencia: 1 2 3	Behavior score/Nivel de conducta: 1 2 3 Frequency score/Nivel de frecuencia: 1 2 3	Behavior score/Nivel de conducta: 1 2 3 Frequency score/Nivel de frecuencia: 1 2 3	Behavior score/Nivel de conducta: 1 2 3 Frequency score/Nivel de frecuencia: 1 2 3
Outcomes/Resultados:	Outcomes/Resultados:	Outcomes/Resultados:	Outcomes/Resultados:	Outcomes/Resultados:
Reflection & Application/Reflexión y	Reflection & Application/Reflexión y	Reflection & Application/Reflexión y	Reflection & Application/Reflexión y aplicación:	Reflection & Application/Reflexión y

The Behavior Score is documented as follows/La puntuación de comportamiento se documenta de la siguiente manera:

- **A score of 1 if the student did not demonstrate the negative behavior/Nivel 1 si el estudiante no demostró la conducta negativa**
- **A score of 2 if the student demonstrated the negative behavior, but was responsive to intervention strategies/Nivel 2 si el estudiante demostró la conducta negativa, pero respondió a las estrategias de intervención**
- **A score of 3 if the student demonstrated the negative behavior and was not responsive to intervention strategies/Nivel 3 si el estudiante demostró la conducta negativa y no respondió a las estrategias de intervención**

The Frequency Score is simply documentation of how many times throughout the day the student demonstrated the negative behavior. /La puntuación de frecuencia es simplemente la documentación de cuántas veces durante el día el estudiante demostró la conducta negativa.

Level Three - Positive Behavior Plan

Generally, Level Three is most effective if the student has completed no more than two (2) Restorative Resets within a window of nine (9) weeks.

In partnership with Spark Community Schools and the student’s parents/guardians, the student will be placed on a Positive Behavior Plan. A Positive Behavior Plan is a 6-week plan that puts specific student behavior goals in place, outlines specific behavior interventions to be used by the Teachers and/or Assistants, documents ongoing student behavior to track progress, and may include regular 1:1 support.

Level Three may be initiated for:

- Third violation of the Code of Conduct for behavior which has already been addressed through Levels One and Two.
- Second violation of the Code of Conduct for behavior that threatens the physical safety of the community and has already been addressed in Level Two.
- Consistent violations of the Classroom Community Agreements with little to no improvement of behavior after completion of the Student Behavior Tracker.
 - Keep in mind that a behavior plan will not be put in place for any behavior that does not impact safety or learning. A behavior plan is intensive and intended for students who need targeted and individualized behavior support. The concerning behavior should be around defiance, disrespect, disruption, refusing to participate, being off task, not interacting kindly or appropriately with peers, emotional outbursts, or minor misuse of technology (e.g. playing a game during instruction or having a phone out when not

allowed).

Teachers and/or Assistants should continue to submit SIFs even after a Positive Behavior Plan is in place if concerning behaviors continue to arise.

3.3.2 Positive Behavior Plan Template



*Positive Behavior Plan
2024-2025 School Year*

Student Name/Nombre del estudiante	Date/Fecha
------------------------------------	------------

At Spark Community Schools, we use a Positive Behavior Plan to collaboratively support student behavior. The process of creating a PBP includes meaningful reflection on the root, intent and impact of the behavior, determining interventions to be implemented, and identifying specific behavior goals to help shift from a concerning behavior to a positive replacement behavior. / En Spark Community Schools, utilizamos un plan de conducta positiva para apoyar de manera colaborativa la conducta de los estudiantes. El proceso de creación de un plan de conducta positiva incluye una reflexión significativa sobre la raíz, la intención y el impacto de la conducta, la determinación de las intervenciones que se implementarán y la identificación de objetivos de conducta específicos para ayudar a cambiar de una conducta preocupante a una conducta de reemplazo positiva.

Part/Parte I Concerning Behavior/En cuanto al comportamiento

<p>What is the concerning behavior exhibited?/¿Cuál es el comportamiento preocupante que se manifiesta?</p> <p>What do we think is triggering the behavior in the moments before it occurs?/¿Qué creemos que desencadena el comportamiento en los momentos previos a que ocurra?</p> <p>What do we think is the underlying cause and/or intention of the behavior?/¿Cuál creemos que es la causa subyacente o la intención del comportamiento?</p>
--

What are the negative impacts of the behavior? (for the student, the teacher, the whole group/short term and long term)/¿Cuáles son los impactos negativos del comportamiento? (para el estudiante, el docente, todo el grupo/a corto y largo plazo)

Part/Parte II Strategies/Estrategias

What proactive strategies will the teacher use to prevent the behavior?/¿Qué estrategias proactivas utilizará el docente para prevenir la conducta?

What corrective strategies will the teacher use when the behavior is demonstrated?/¿Qué estrategias correctivas utilizará el docente cuando se manifieste la conducta?

Part/Parte III Replacements and Reinforcements/Reemplazos y refuerzos

What is the desired positive replacement behavior?/¿Cuál es la conducta de reemplazo positiva deseada?

What positive reinforcers can be used when the behavior is demonstrated?/¿Qué reforzadores positivos se pueden utilizar cuando se demuestra la conducta?

What will the potential positive impacts of the replacement behavior be (for the student, the teacher, the whole group/short term and long term)?/¿Cuáles serán los posibles impactos positivos de la conducta de reemplazo (para el estudiante, el docente, todo el grupo/a corto y largo plazo)?

Part/Parte IV: Behavior Goals/Metas de comportamiento

At Spark Community Schools, we have two types of goals: The WHAT goals and the HOW goals./ En Spark Community Schools, tenemos dos tipos de objetivos: los objetivos QUÉ y los objetivos CÓMO.

The WHAT goals are what we need to see in the data to show adequate growth and success/Los objetivos QUÉ son los que necesitamos ver en los datos para demostrar un crecimiento y éxito adecuados

Baseline Data/Datos de referencia	Goals/Metas

Part VI Agreement/Acuerdo

A check in will occur at the 3-week mark to evaluate progress data and discuss successes and setbacks. However, if the teacher or parent have any questions or concerns at any time during the process, they can reach out. /Se realizará una evaluación a las 3 semanas para evaluar los datos de progreso y analizar los éxitos y los reveses. Sin embargo, si el maestro o el padre tienen alguna pregunta o inquietud en cualquier momento durante el proceso, pueden comunicarse.

Student Signature/Firma del Estudiante	Teacher Signature/Firma del Maestro/a
Behavior Support Specialist Signature/ Firma del Especialista del Comportamiento	Parent/Guardian Signature/Firma del Padre o Tutor

Level Four - Student Removal

Student removal may be warranted in cases where all Teachers and/or Assistants and Spark Community Schools support options have been exhausted without sufficient improvement to behavior or the student has egregiously violated the Student Code of Conduct.

Level Four may be initiated if:

- Two Restorative Resets have been completed and a third violation of the Code of Conduct occurs.
 - The Teacher and/or Assistant should require that the student show them the completed activities and should keep a copy on file. Should Spark Community Schools remove a student and a parent/guardian is in disagreement, the quality of the Restorative Reset will be looked at in consideration of whether or not the removal was warranted.
- Positive Behavior Plan goals are not met.
 - It is important to keep in mind that a student doesn't have to meet the goals to show significant progress, especially when dealing with Classroom Community Agreement violations. However, if the goals are not met, Spark Community Schools has the ability to determine whether the amount of progress made is enough for the student to continue in the microschool or if they should be referred for removal.
- Severe Violation of the Code of Conduct including:
 - Violence resulting in significant injury;
 - Intentional acts causing at or above \$300 in property damage;
 - Theft of property valued at or above over \$300;
 - Possession of or being under the influence of controlled substances;
 - Possession or use of a firearm, including air guns and bb guns;
 - Possession or use of a knife or other blade weapon;
 - Any action which, if the student were an adult, would constitute a felony in the state in which the microschool is located;
 - Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age;
 - Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person; or
 - Inappropriate sexual conduct or contact.

Whether student removal is warranted will be determined primarily by prior SIFs and other

documentation submitted by the Teacher and/or Assistant. It is thus critically important that all SIFs be submitted in a timely fashion. If the reason for removal meets the criteria for permanent removal, Spark Community Schools shall:

Notify the student's parents/guardians of this decision in writing. Such notification shall include a description of the student's behavior, the Classroom Community Agreement and/or Spark Community Schools Code of Conduct violation.

If the decision is made for the student to be removed, Spark Community Schools will determine the final date of enrollment.

3.4 Restorative Reset Policy and Process

In response to certain behavior, it may be appropriate to ask a student to participate in a Restorative Reset, which is a one (1) to two (2) day break from in-person activities at a microschool. The purpose of the Restorative Reset is to have the student reflect deeply on the problematic behavior through work completed at home.

Restorative Resets are appropriate when:

1. the behavior has threatened the physical safety of the community,
2. the behavior is a repeated violation of the Spark Community Schools Code of Conduct and/or Classroom Community Agreements that does not threaten the physical safety of the community, or
3. the behavior is a repeated violation of the Spark Community Schools Code of Conduct and/or Classroom Community Agreements and prior intervention(s) as suggested in Spark Community Schools' Student Behavior Support Process have been ineffective.

Rationale

Spark Community Schools takes a restorative approach to behavior because research shows that it leads to intrinsic, long-term change and is more likely to decrease negative student behavior. A traditional response to behavior tends to lean into shame, blame, judgment, and punitive punishment that may temporarily re-establish order but does not actually address the individual student's needs. The Restorative Reset is an exercise in growth mindset and pushes students to:

1. take accountability,
2. consider the impacts of their behavior,
3. deeply reflect on how their thoughts, feelings, and actions are connected, and
4. apply what they have learned to prevent the behavior moving forward.

Process

When a break from participation in a microschool is needed, Spark Community Schools must complete the following steps to proceed with a Restorative Reset:

1. Notify Family: Spark Community Schools will immediately notify the student's parents/guardians in writing (via email or text) of: (1) the student's behavior, (2) reference the Spark Community Schools Code of Conduct and/or Classroom Community Agreements violation, and (3) share any other disciplinary interventions attempted before initiating the Restorative Reset.

2. Share Restorative Reset Framework: Spark Community Schools will share the Restorative Reset assignments and share the date by which the student may return to the microschool. Spark Community Schools will communicate that successful completion of the Restorative Reset assignments is mandatory prior to returning to the in-person microschool learning environment. Completion of the activities requires internet access so the Teacher and/or Assistant should ensure that the family is able to access the materials and if they are not, should either provide the family with printed out worksheets or notify Spark Community Schools that there is a barrier preventing participation.

Restorative Reset Activities and Requirements

Successful completion of all Restorative Reset assignments is required prior to a student returning to the microschool. Any absences resulting from failure to complete Restorative Reset assignments within the designated one (1) to two (2) days will be considered unexcused absences. The assignments should take

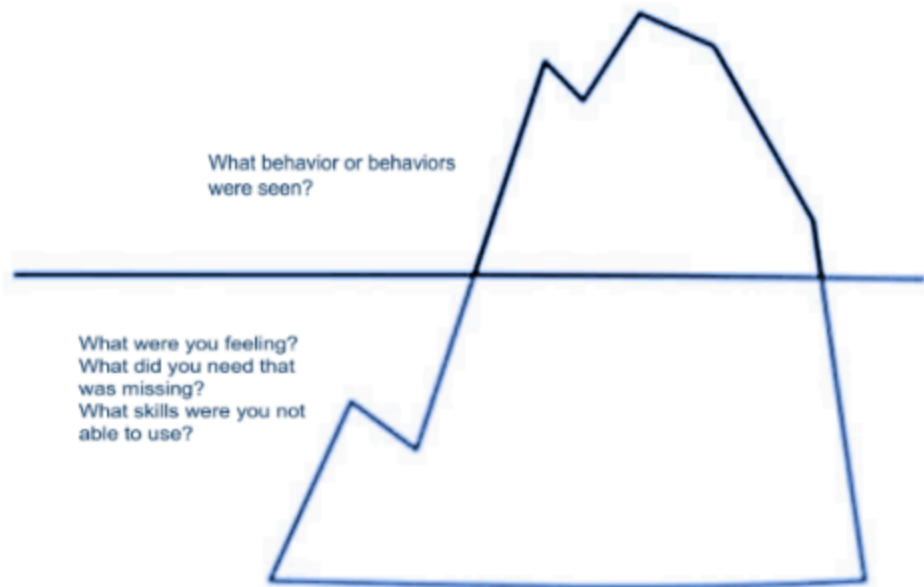
the student no more than two (2) hours to complete with the assistance of a parent/guardian or independently.

The required activities are as follows and should be completed in the order in which they are listed:

3.4.1 Restorative Reset: Iceberg Activity

*Iceberg Activity
2024-2025 School Year*

Oftentimes, how we act and what behavior others see isn't the whole story. There are usually some feelings going on under the surface, some needs not being met, and/or some skills we need more practice with. Fill in the iceberg below by answering the questions./A menudo, la forma en que actuamos y el comportamiento que los demás ven no son la historia completa. Por lo general, hay algunos sentimientos que ocurren bajo la superficie, algunas necesidades que no se satisfacen y/o algunas habilidades que necesitamos practicar más. Complete el iceberg a continuación respondiendo las preguntas.



Iceberg Activity
2024-2025 School Year

If you aren't sure how to answer any of the questions, check out the examples below!

Examples

What behavior or behaviors were seen?/¿Qué comportamiento o comportamientos se observaron?			
Anger, Raging/ Enojo, Furia	Argumentative, Defiant/Discusión, Desafío	Avoidance, Refusal/Evitación, Rechazo	Disrespect (to people/property)/Fa lta de respeto (a las personas/a la propiedad)
Disruptive/Perturba ción	Not using technology appropriately/No uso adecuado de la tecnología	Unkind, Hurtful/Falta de la amabilidad	Violence, Aggression /Violencia/Agresión

What were you feeling?/¿Qué estabas sintiendo?	Anxious/Ansioso	Confused/ Confundido	Disappointed/ Decepcionado	Embarrassed/ Avergonzado
	Frustrated/Frustra do	Hurt/Herido	Hopeless/ Desesperanzado	Incapable/Incapaz
	Insecure/Inseguro	Jealous/Celoso	Lonely/Solitario	Lost/Perdido
	Misunderstood/ Incomprendido	Overwhelmed/ Abrumado	Rejected/ Rechazado	Sad/Triste
	Scared/Asustado	Threatened/ Amenazado	Tired/Cansado	Unloved/Sin amor
What did you need that was missing?/¿Qué necesitabas y faltaba?	Attention/Atención	Autonomy/ Autonomía	Clear Expectations, Directions/ Expectativas, direcciones claras	Comfort/ Comodidad
	Community/ Comunidad	Connection/ Conexión	Consistency/ Coherencia	Control
	Friendship/ Amistad	Nourishment (food, water, sleep)/Nutrición (comida, agua, sueño)	Purpose/Propósito	Safety/Seguridad
	Structure/ Estructura	Trust/Confianza		

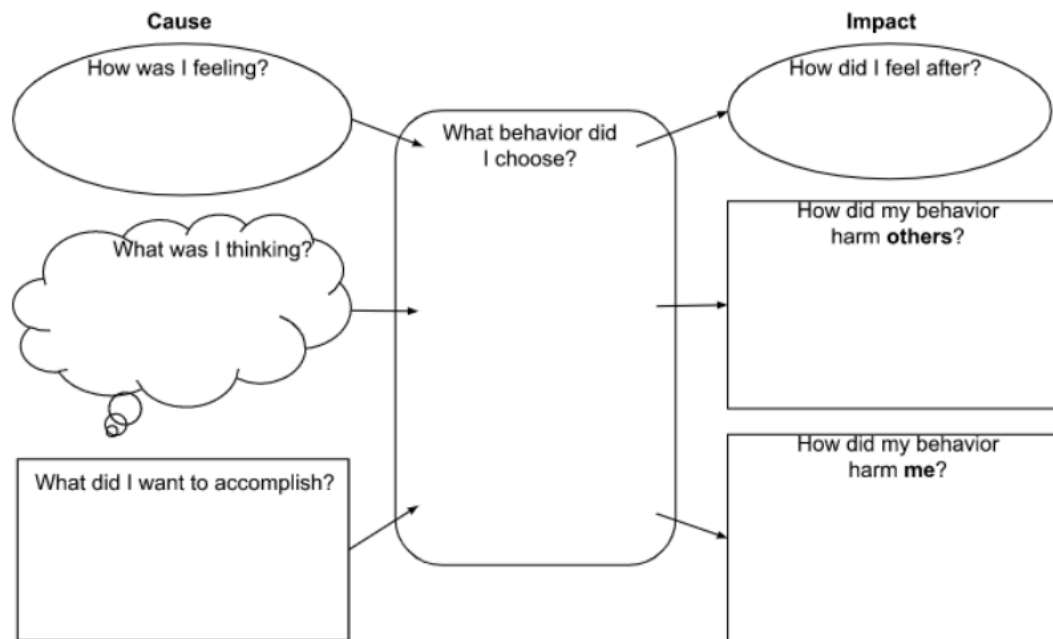
*Iceberg Activity
2024-2025 School Year*

What skills were you not able to use?/¿Qué habilidades no pudiste utilizar?	Collaboration/ Colaboración	Communicatio/ Comunicación	Conflict resolution/ Resolución de conflictos	Emotional regulation/ Regulación emocional
	Empathy/Empatía	Growth mindset/ Mentalidad de crecimiento	Honesty/ Honestidad	Organization/ Organización
	Patience/Paciencia	Problem-solving/Resolución de problemas	Responsibility, Accountability/ Responsabilidad, Rendición de cuentas	Self-control/ Autocontrol
	Thinking before acting/Pensar antes de actuar			

3.4.2 Restorative Reset: Behavior Reflection

*Behavior Reflection
2024-2025 School Year*

The Iceberg activity helps us reflect on what caused our behavior, but it is also important to reflect on how it impacted ourselves, others, and the community. This chart helps give us the full picture. Complete the behavior reflection chart below (Hint: use your Iceberg to complete the “Cause” section!)La actividad del Iceberg nos ayuda a reflexionar sobre qué causó nuestro comportamiento, pero también es importante reflexionar sobre cómo nos afectó a nosotros mismos, a los demás y a la comunidad. Este cuadro nos ayuda a tener una visión completa. Completa el cuadro de reflexión sobre el comportamiento que aparece a continuación (Sugerencia: ¡usa tu Iceberg para completar la sección “Causa”).



3.4.3 Restorative Reset: Positive Action Plan

*Positive Action Plan
2024-2025 School Year*

Now that we understand both the cause and impact of our behavior a little better, we can start to make a plan for moving forward./ Ahora que comprendemos un poco mejor tanto la causa como el impacto de nuestro comportamiento, podemos comenzar a elaborar un plan para seguir adelante.

Looking at your Iceberg and Behavior Reflection worksheet, fill out the tables below./Observe su hoja de trabajo sobre la reflexión sobre el iceberg y el comportamiento y complete las tablas a continuación.

<p>What do I think I need to do in order for the harm my behavior caused to be repaired?/ ¿Qué creo que debo hacer para que se repare el daño causado por mi conducta?</p>

<p>When I am feeling, thinking, and/or trying to accomplish the same things again what are 3 positive and helpful behaviors I can choose instead?/Cuando siento, pienso y/o intento lograr las mismas cosas nuevamente, ¿cuáles son tres comportamientos positivos y útiles que puedo elegir en su lugar?</p>
<p>1.</p>
<p>2.</p>
<p>3.</p>

Positive Action Plan
2024-2025 School Year

<p>What strengths do I have to help me choose these behaviors?/ ¿Qué fortalezas tengo que me ayuden a elegir estos comportamientos?</p>	<p>What skills do I need more practice with to help me choose these behaviors?/¿Qué habilidades necesito practicar más para ayudarme a elegir estos comportamientos?</p>

<p>How can my trusted adults help empower me to choose these behaviors?/¿Cómo pueden mis adultos de confianza ayudarme a elegir estos comportamientos?</p>

The Teacher and/or Assistant will check completion of the Restorative Reset assignments, as well as assess whether or not a student completed them to the best of their ability. Should a Teacher and/or Assistant feel the student has not completed the activities in good faith or with appropriate effort, the Teacher and/or Assistant may require the student re-do the activities the same day with support from the Teacher and/or Assistant.

A Restorative Reset may be scheduled to occur during a school day or over a weekend or school break. If the student would benefit from an extra level of support and accountability with the Restorative Reset, the parent/guardian can schedule a meeting with Spark Community Schools. This meeting is used to provide the student with additional help completing the activities or an additional opportunity to discuss their completed activities. As such, this meeting should take place either during the time the student is at home or the day they return to the microschool.

Restorative Conversations

Upon returning to the microschool, Spark Community Schools requires that the Teacher and/or Assistant facilitate a restorative conversation. A 1:1 conversation discussing the completed activities with the student may suffice. However, the Teacher and/or Assistant may also want to hold a peer mediation or a whole group conversation depending on the severity of the behavior and the level of impact. Restorative conversations are similar to collaborative problem-solving, but dive more in depth when behavior has critically harmed the classroom culture or damaged relationships.

No Teacher and/or Assistant should ever implement corporal punishment as a means of student discipline.

Spark Community Schools may immediately suspend or terminate any Teacher and/or Assistant it reasonably suspects of using corporal punishment in a microschool, and such conduct will be immediately reported to appropriate law enforcement authorities.

3.5 Out of School Time Behavior Response Policy

Behavior outside of the microschool environment that causes significant disruption to microschool activities can and will be addressed in a similar manner to behaviors that occur at the microschool. For example, bullying by a student through text messaging after microschool hours, which negatively impacts another student’s ability or willingness to fully participate in the microschool, should be reported through a Student Incident Form (SIF).

Behaviors outside of the microschool environment that do not cause significant disruption to microschool activities (e.g., a student engaging in a fight with another child who does not attend the microschool) generally do not need to be reported through a SIF, though the Teacher and/or Assistant should use discretion to determine whether an incident may invoke mandatory reporter responsibilities, or whether an incident should be reported to a student’s parents/guardians or local law enforcement.

3.6 Discipline Records Management Policy

Much correspondence with a Teacher and/or Assistant or family regarding a student may constitute a student record. All disciplinary records, including but not limited to Positive Behavior Plans and Restorative Reset documentation, will be stored by Spark Community Schools as a disciplinary record. Concerned Family Form and Student Incident Form submissions are neither designated as nor maintained as student records by Spark Community Schools. Spark Community Schools will use professional discretion to share concerns that come forward, and will always work in partnership with the Teacher and/or Assistant if there is a concern with merit that requires the Teacher and/or Assistant to submit a Student Incident Form.

Section 4: Discrimination, Harassment and Bullying

4.1 Nondiscrimination and Inclusion Policy

Spark Community Schools has a zero-tolerance policy regarding discrimination in the microschool environment on any protected basis, including, but not limited to, race, color, or national origin; language; immigration status; religion or creed; sex; sexual orientation; gender identity; disability; or any other protected status. “Discrimination” in the microschool environment occurs when a person or entity takes unfair action or inaction against people belonging to certain categories that prevents them from being able to enjoy a full right to educational opportunities. Such discrimination is considered not only a

civil rights violation, but a human rights violation as well.

All Teachers and/or Assistants must both refrain from any and all discrimination in the treatment of their students, and make their microscool inclusive to all students, regardless of their background, individual characteristics, or disabilities. All individuals, including persons with disabilities, are to be provided with equal access to the Spark Community Schools' program and Teachers and/or Assistants are expected to make reasonable accommodations to provide such access. What is considered a "reasonable accommodation" varies depending on the specific circumstances. Please reach out to Spark Community Schools for guidance on what qualifies as a "reasonable accommodation" if in doubt. Spark Community Schools will promptly and thoroughly investigate any and all reports of alleged discrimination by Teachers and/or Assistants as outlined in Spark Community Schools' Complaint Investigation Policy. Teachers and/or Assistants are expected to cooperate in any such investigation and to not retaliate against any student or family as a result of the investigation.

4.2 Prohibition Against Discrimination, Harassment and Bullying Policy

Spark Community Schools acknowledges the dignity and worth of all members of the Spark Community Schools community and strives to create a safe, orderly, caring, and inviting environment to facilitate student learning and achievement. Spark Community Schools prohibits discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, genetic information, disability, age, or any other protected status. Spark Community Schools will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational activities or programs.

4.2.1 Definitions

For purposes of this Policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, color, national origin, sex, sexual orientation, gender identity, genetic information, disability, or age. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:

- a. places a student, Teacher and/or Assistant, parent/guardian or other member of the Spark Community Schools community in actual and reasonable fear of harm to their person or damage to their property; or
- b. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits; or an individual's work performance or employment opportunities.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, or developmental disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate

age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students, between Teachers and/or Assistants and students, between Teachers and/or Assistants and parents/guardians, or between any other person in the Spark Community Schools community. Harassment may occur between members of the opposite sex or the same sex.

Sexual harassment is also a type of harassment. Please refer to Spark Community Schools' Sexual Harassment Policy for more details.

4.3 Complaints of Discrimination, Harassment or Bullying

If any Spark Community Schools Teacher and/or Assistant witnesses an act of discrimination, harassment or bullying in the microschooL environment, the Teacher and/or Assistant should take any and all steps to stop the conduct immediately and report the conduct to Spark Community Schools. Depending on the circumstances, Spark Community Schools may thereafter initiate an investigation as noted in its Complaint Investigation Policy.

While Spark Community Schools investigates the allegations, Teachers and/or Assistants must ensure that no further act of discrimination, harassment or bullying occurs and work with Spark Community Schools to ensure a safe community environment.

4.4 Investigation of Discrimination, Harassment or Bullying Claims

When Spark Community Schools receives a complaint of discrimination, harassment or bullying, it will investigate the allegation in a fair and expeditious manner, as outlined in its Complaint Investigation Policy. Please note that Spark Community Schools may impose interim measures to protect the parties pending the conclusion of the investigation, including closure of the microschooL temporarily, depending on the circumstances.

In cases that involve students either filing a complaint or who allegedly commit the inappropriate action, parents/guardians will be informed and included in the procedures for resolution.

If it is determined that inappropriate conduct has occurred, Spark Community Schools may impose disciplinary action up to removing a student from the microschooL or terminating an Teacher and/or Assistant's services, depending on the circumstances.

4.5 Right to Report

Parties who believe that they have been subjected to discrimination, harassment or bullying may also file a complaint with appropriate state and federal agencies.

4.6 Prohibition Against Retaliation Policy

Spark Community Schools strictly prohibits retaliation against a student, parent/guardian, Teacher and/or Assistant, or Spark Community Schools employee who in good faith reports or complains about discrimination, harassment, or bullying, or who serves as a witness or otherwise participates in an investigation related to any matter. Retaliation may include, but is not limited to: threats, unjustified negative evaluations, unjustified negative references, defamation, denial of or removal from the microschooL space, increased surveillance, and assignment of demeaning tasks or taking any kind of adverse actions against a person who complains about discrimination, harassment, bullying, or any other protected matter.

Individuals who take part in any retaliatory action will be subject to discipline, up to and including termination of the Teacher and/or Assistant contract. Similarly, any Teacher and/or Assistant who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Spark Community Schools investigation regarding discrimination, harassment, or bullying is subject to appropriate discipline, up to and including termination of the Teacher and/or Assistant.

Teachers and/or Assistants, students, parents/guardians, volunteers and all members of the Spark Community Schools community are expected to behave in a civil and respectful manner. Spark Community Schools expressly prohibits unlawful discrimination, harassment, and bullying.

Any violation of this Policy is serious and Spark Community Schools shall promptly take appropriate action. Any member of the Spark Community Schools community found to be in violation of this Policy shall be subject to consequences and remedial actions ranging from positive behavioral interventions up

to, and including, removal of a student and termination of Teacher and/or Assistant services.

When considering if a response beyond the individual level is appropriate, Spark Community Schools will consider the nature and severity of the misconduct to determine the type of response that is necessary.

4.7 Retaliation

Spark Community Schools prohibits reprisal or retaliation against any person for reporting or intending to report violations of this Policy, supporting someone for reporting or intending to report a violation of this Policy, or participating in the investigation of reported violations of this Policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies, and regulations, Spark Community Schools shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

4.8 Application of Policy

This Policy prohibits unlawful discrimination, harassment, and bullying by Teachers and/or Assistants, students, parents/guardians, volunteers, and all members of the Spark Community Schools community.

This Policy applies to behavior that takes place:

1. In any microschooel setting or field trip;
2. At any Spark Community Schools or Teacher and/or Assistant sanctioned activity; and
3. At any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the microschooel environment, or could reflect poorly on Spark Community Schools.

Section 5: Safety and Operations Policies and Procedures

5.1 Food Policy

Neither Spark Community Schools nor its Teachers and/or Assistants provide food for students. Spark Community Schools partners may choose to provide food to students as a courtesy, when available. Otherwise, families are responsible for providing any food their child may need while attending a microschooel. Any food allergies should be disclosed to the Teacher and/or Assistant, though students should be aware of their own food allergies and families should take proper precautions with regards to those allergies.

Food deliveries such as UBER EATS or DOORDASH will not be accepted at the microschooel location.

5.1.1 Food Storage

Each microschooel includes a space for students to store their personal items, including food or beverages. Spark Community Schools is not required to provide refrigerator or microwave access to students, but may choose to do so when possible. Students and their families should plan accordingly by packing food in containers safe for the storage accommodations provided.

5.1.2 Shared Food

If food is brought in to share with the class for special occasions (e.g., a family brings cupcakes for a student's birthday), there must be enough food for everyone present that day. If food is brought to share and there is not enough to share, the Teacher and/or Assistant should not allow the food to be distributed. The Teacher and/or Assistant is otherwise not responsible for ensuring food quality, safety, or equity.

5.1.3 Food Allergies

Families should be particularly sensitive to students who have allergies in the class. Students should be aware of their own food allergies and families should communicate all food allergies to the Teacher and/or Assistant. If a student has a severe food allergy (e.g., airborne peanut allergy), the Teacher and/or Assistant should reach out to Spark Community Schools for guidance on foods containing the severe food allergen, but families should be aware that absolute protection against exposure to allergens may not be possible. In the case of extreme allergies, families should take proper precautions to respond to inadvertent exposure (e.g., including an EpiPen in the student's backpack).

5.2 Teacher and/or Assistant Safety Responsibilities

5.2.1 CPR & First Aid Certification Policy

All Teachers and/or Assistants must have (1) CPR and (2) First Aid Certifications that meet the American Heart Association Guidelines and are valid for the entire school year (July - June). If a Teacher and/or Assistant's certification is set to expire before the end of the academic year, they must recertify.

5.2.2 Arizona Safety Clearance Requirements

The Arizona Department of Public Safety policy requires Spark Community Schools Teachers and/or Assistants to maintain a Level 1 IVP Fingerprint Clearance Card. The clearance is good for six (6) years. Throughout the school year, Spark Community Schools will randomly audit Fingerprint Clearance status.

5.3 Comprehensive Safety Strategy

As part of Spark Community Schools' comprehensive safety strategy, Teachers and/or Assistants must review and brief all microschool students and students' families on emergency response plans for (1) fire evacuation, (2) natural disaster, (3) shelter in place, and (4) active shooter response. These plans ensure all microschool community members know exactly what to do, where to go, and what to expect if and when an emergency occurs.

The Teacher and/or Assistant will schedule monthly routine emergency plan drills so students can practice implementing the emergency plan (e.g., they know which tree across the street to gather around if there is a fire, they know where it is safest to duck and cover if there is an earthquake). Emergency response practice during low-stakes scenarios helps prepare students should they ever need to respond to an emergency.

Spark Community Schools requires that the emergency response plan details be posted in a prominent and easily viewable location in the case of an emergency.

5.4 Mental Health Crisis Response Policy

Should an Teacher and/or Assistant suspect or learn of a student experiencing a mental health crisis or suicidal ideation, the Teacher and/or Assistant will respond immediately with care, compassion, and diligence. If there is any concern that a student is an imminent threat to themselves or others, the Teacher and/or Assistant will contact emergency services (911) to solicit immediate emergency support. Sometimes, it is very clear that the threat of harm is immediate and Teachers and/or Assistants are encouraged to use their discretion in determining if that is the case. However, if a Teacher and/or Assistant is unsure of the level of threat, the Teacher and/or Assistant can reach out to Spark Community Schools to assess the student's risk and identify appropriate response steps.

5.5 Mandatory teacher and/or Assistant Training

All Teachers and/or Assistants will be required to complete a national Youth Mental Health First Aid training during the 2024-2025 school year.

5.6 Emergent Response

If a Teacher and/or Assistant has knowledge of a Spark Community Schools student potentially harming themselves or others, the Teacher and/or Assistant will immediately contact 911. When in doubt, call 911. Once contacted, the Teacher and/or Assistant should take all means necessary to place the child in a secure, discrete space where they do not have any access to harmful objects or substances and are supervised at all times until emergency responders arrive. The Teacher and/or Assistant will thereafter contact the student's parents/guardians, or emergency contacts if parents/guardians are unavailable, to share the information.

Once the situation is stabilized and/or parents or emergency responders have arrived, the Teacher and/or Assistant will complete a Student Incident Form (SIF) for documentation and coordinate with Spark Community Schools for any follow-up investigation or intervention resources.

In all cases where the nature of an illness or an injury appears serious, the parent/guardian shall be immediately contacted via phone at the contact number provided in the student's Spark Community Schools file. In extreme emergencies where there is potential threat to life, limb or digit, the Teacher and/or Assistant shall immediately call emergency health personnel to arrange for transporting the student to an emergency facility on advice of emergency health personnel.

No child who is ill or injured shall be sent home alone. The child may be released to the care of

emergency responders alone if, and only if, the child’s family and emergency contact(s) cannot be reached and the child requires emergency medical attention for major care.

5.6.1 Emergency Care Financial Responsibility

In the case that a Teacher and/or Assistant must, in good faith, seek emergency medical attention for a student where there is potential threat to life, limb or digit, neither Spark Community Schools nor the Teacher and/or Assistant is financially responsible for the cost of emergency medical care. Parents/guardians of the injured student shall ultimately be responsible for such costs.

5.7 Non-emergent Response

If a Teacher and/or Assistant has knowledge of a Spark Community Schools student being in crisis, the Teacher and/or Assistant should complete a Spark Community Schools’ Student Crisis Assessment. Once the situation is stabilized and the student’s parents/guardians have been notified, the Teacher and/or Assistant will complete a Student Incident Form for documentation and coordinate with Spark Community Schools for any follow-up investigation or intervention resources.

First aid is the only level of medical care that Teachers and/or Assistants are authorized to perform, given their first aid and CPR certifications.

Under the laws of most states, any person who, in good faith, provides emergency care or assistance without compensation at the place of the emergency or accident shall not be liable for any civil damages for acts or omissions in good faith.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of Spark Community Schools teachers and/or Assistants or employees.

The Teacher and/or Assistant’s obligation to provide appropriate first aid and CPR continues until either the injured student’s injury has been resolved (minor care) or the student has been placed in the care of the parent/guardian or emergency health personnel (major care). For purposes of this Policy, Spark Community Schools defines minor care as first aid care for small cuts and injuries, such as paper cuts, splinters, or skinned knees, that can be taken care of with the supplies and materials in the first aid kit tools all Teachers and/or Assistants have on site. Spark Community Schools defines major care as an injury or illness that cannot be solved with simple first aid remedies, such as a fever

5.7.1 Incident Documentation

The Teacher and/or Assistant does not need to document when minor care is provided to a student, though the family should be informed either orally or in writing. The Teacher and/or Assistant should document major care incidents in the Spark Community Schools Student Incident Form (SIF) within twenty-four (24) hours of the incident having occurred.

5.8 Privacy Considerations and Communication

Spark Community Schools respects the privacy of students, parents/guardians, Teachers, and Assistants. However, in the case of a self-harm, threat of harm to others, or suicide concern, Spark Community Schools will err on the side of safety and communicate information with appropriate parties that are in a position to help.

5.9 Peer Mental Health Impact

If any student was aware of or exposed to a peer’s mental health crisis (e.g., a student learned about a peer’s suicidal ideation, witnessed a peer self-harming, or was otherwise directly impacted by a peer’s mental health), the Teacher and/or Assistant should complete a Student Incident Form on behalf of the impacted student to solicit support from Spark Community Schools. The Teacher and/or Assistant should also notify the impacted student’s parents/guardians of the perceived impact so they may support their student.

5.10 Resources

A curated list of resources are available below. There are a series of texts, phone calls, and web resources accessible to anyone in the United States. These resources may be useful to share with the family of a student in crisis.

- *The American Foundation for Suicide Prevention can be found at afsp.org.*
- *The National Suicide Prevention Lifeline is 1-800-273-TALK (8255), the website is*

www.suicidepreventionlifeline.org

- *The Trevor Lifeline is a national resource that can be reached via phone at 1-866-488-7386, online at www.thetrevorproject.org/get-help-now, or 24/7 via text message by sending “TREVOR” to 678-678.*

- *The National Crisis Text Line can be reached via text message by sending “talk” to 741-741 and resources can be found online at www.crisistextline.org. State and Partner-specific Response*

There may be additional documentation, investigative steps, or other stakeholders involved to ensure all supports for a student in crisis are met.

Once the Teacher and/or Assistant has stabilized the situation and reported the crisis concern to Spark Community Schools, Spark Community Schools will inform the Teacher and/or Assistant of any additional steps necessary. The Teacher and/or Assistant will follow all additional steps in a prompt and timely manner.

5.11 Mandatory Reporter Policy

Spark Community Schools Teachers and/or Assistants are mandatory reporters. Mandatory reporters are those individuals who have a legal obligation to report abuse, neglect, and other maltreatment of students, including knowledge of likely warning signs indicating that a student may be a victim of abuse, neglect, or maltreatment.

Failure to promptly report abuse, neglect, or other maltreatment of students is a criminal offense, punishable by fines and jail time.

As part of Spark Community Schools’ onboarding, and annually thereafter, Teachers and/or Assistants are required to undergo specific mandatory reporter training.

Spark Community Schools will cooperate with law enforcement investigations of child abuse, including investigations by any state’s Department of Protective and Family Services. Teachers and/or Assistants may not refuse to permit an investigator to interview a student at school who is alleged to be a victim of abuse or neglect. Teachers and/or Assistants may not require the investigator to permit them to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student’s parents/guardians.

Any Teacher and/or Assistant who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report such suspicions to law enforcement or to the appropriate state agency.

If a child is in immediate danger, contact 911 prior to filing a report with the state agency. Spark Community Schools can assist any teacher and/or Assistant with questions or concerns about mandatory reporting requirements.

Arizona requires mandatory reporters to report any information or knowledge of a parent/guardian or custodian inflicting or allowing the infliction of physical, sexual or emotional abuse, neglect, exploitation, or abandonment.

Reports should be made to the Arizona Child Abuse Hotline: 1-888-SOS-CHILD (1-888-767-2445).

When reporting, the following information if known will be requested:

- Name, age, and gender of child and other family members;
- Address, phone numbers, or directions to child's home;
- Parents'/guardians’ place of employment;
- Description of suspected abuse or neglect; and
- Current condition of the child.

5.12 Recreational Activities and Supervision Policy

At all times during the microschooL day, the Teacher and/or Assistant should have visual sightlines to students, including at recreational breaks, meal times, snack times, and at drop off and pick up. The only exception is that students will have full privacy while in the restroom.

The Teacher and/or Assistant should have clear boundaries for where students are and are not permitted in the microschooL facility to ensure supervision at all times.

5.13 Microschool Gun Violence Policy

Experts recommend a “run, hide, fight” response to active shooter incidents, meaning affected individuals should: (1) first attempt to leave the immediate area, (2) seek a secure hiding place if a safe escape route does not exist, and (3) attempt to fight and disarm the shooter if no other option exists. Teachers and/or Assistants should review and regularly practice the plan with students, similar to other Emergency Response Plans.

5.14 Prohibited Romantic Relationships Policy

Any romantic relationship between a Teacher and/or Assistant and students - sexual or otherwise - is strictly prohibited, regardless of the age of the student. If Spark Community Schools learns of any information that suggests inappropriate conduct between Teachers and/or Assistants and students, Spark Community Schools will immediately:

1. Report the Teacher and/or Assistant to appropriate law enforcement; and
2. Terminate the Teacher and/or Assistant.

5.15 Dating Violence Policy

Spark Community Schools is committed to maintaining physically safe and emotionally secure microschools.

Accordingly, dating violence will not be tolerated. “Dating violence” occurs when a person in a current or past dating relationship uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other dating partner. Examples of dating violence against a student may include physical or sexual assault, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors. “Dating partner” means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

For the purposes of this Policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects the student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- Otherwise adversely affects the student’s educational opportunities.

If you witness any act of dating violence in your microschool, you must take all appropriate action to stop the conduct immediately - including potentially calling law enforcement - and report the conduct to Spark Community Schools. Spark Community Schools may thereafter initiate its own investigation.

5.16 Drug Free School Notice

Spark Community Schools believes that student use of illicit drugs is both wrong and harmful. Consequently, Spark Community Schools prohibits the use, sale, possession, or distribution of illicit drugs by students on microschool premises or at any microschool activity, regardless of its location. Spark Community Schools also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs. Student violators are subject to possible prosecution, as allowed by law, as well as removal pursuant to Spark Community Schools’s Code of Conduct.

Microschool learning environments must be substance-free. To ensure the safety and health of Spark Community Schools Teachers and/or Assistants, students, and their families, Teachers and/or Assistants are strictly prohibited from using or being under the influence of any of the following substances during microschool hours or activities, or when interacting with Spark Community Schools students and their families:

1. Tobacco and nicotine products, including electronic cigarettes and chewing tobacco; 2. Vape products;

3. Alcohol;
4. Any and all controlled substances, including marijuana and marijuana products or prescription medications, with the exception of necessary medications prescribed to the teacher and/or Assistant by a treating physician; and
5. Any other illegal substances.

Please note that with regards to point number 4 above, that even though Arizona has legalized marijuana for recreational use, federal law still classifies marijuana as a Schedule I illegal substance. In compliance with federal law, and to guarantee the collective safety of teachers and/or Assistants and students, marijuana and all other substances illegal at the federal level should not be present in the microschoool space.

5.17 Student Pick-up Consent Policy

Parents/guardians who wish to have other adults pick up their student from the microschoool must first identify those individuals on Spark Community Schools' Student Pick-Up Authorization Form, which is available in Section 1.7 of this Handbook. Teachers and/or Assistants will keep these forms in a secure location. When an adult other than a parent/guardian picks up a student from the microschoool, the Teacher and/or Assistant must review that individual's photo identification, and verify that the individual is listed on a Student Pick-Up Authorization Form for that student.

Students are not permitted to leave the microschoool location during school hours for any reason unless they are accompanied by an authorized adult. Students are not permitted to leave the microschoool location after school hours unless:

- They are accompanied by an authorized adult; or
- The student is at least ten years of age, and their legal parent/guardian has submitted a signed Student Walk/Bike Consent Form.

Non-custodial parents/guardians who wish to pick up a student during or after school must have either a signed statement from the custodial parent/guardian, or a court order on file with the microschoool specifically granting such permission. It is the responsibility of the custodial parent/guardian to communicate any domestic issues regarding the non-custodial parent/guardian. In the absence of such communication or documentation described above, the Teacher and/or Assistant should assume that all parents/guardians are authorized to pick up their student.

5.18 After School Pick-Up Timing

Students must be picked up no later than 10 minutes after the end of the microschoool day, unless previously arranged by the legal parent/guardian and the Teacher and/or Assistant.

5.19 Bathroom Self-Sufficiency and Microschoool Readiness Policy

Spark Community Schools or Spark Community Schools Teachers and/or Assistants may decline to enroll, or remove, a student who is unable to demonstrate bathroom self-sufficiency or whose parents/guardians are unable to provide adequate arrangements to support the child's bathroom needs. One of the many special microschoool characteristics is the small adult-to-student ratio. Because of the unique setting, it is important that readiness is established at the time a family enrolls their child in a microschoool. Most importantly, it is required that students are fully and independently self-sufficient in the bathroom. Two guiding safety principles that are important with regard to student self-sufficiency are:

1. A Teacher and/or Assistant should never be 1:1 with a student; and
2. Students should never be left alone during core microschoool hours. When a student requires bathroom assistance, a Teacher and/or Assistant must violate both of these safety guidelines.

5.19.1 Parental/Guardian Arrangements

If a child is not fully and independently self-sufficient in the bathroom, parents/guardians must make other arrangements to support their child while they are in their microschoool. As a precaution, we recommend that students, especially those in grades K-2, keep a change of clothes with them at their microschoool, in the unlikely event that they are needed due to illness, mess, etc.

5.19.2 Exceptions

We understand emergencies happen. If there's an unusual circumstance, such as an unexpected illness resulting in temporary incontinence, a Teacher and/or Assistant will handle the situation with care. In the event that a Teacher and/or Assistant is required to assist in the bathroom during such emergencies, the Teacher and/or Assistant will immediately inform the student's parents/guardians of the circumstances warranting the assistance.

5.20 Student Medication Policy

Microschools do not have on-site nurses and Teachers and/or Assistants are not certified nurses. As such, except in certain life-threatening circumstances, microschool Teachers and/or Assistants are not authorized to administer medication to Spark Community Schools students. There are options available to students in need of medication administration during microschool hours, detailed below.

Parent/Guardian Administration of Medication

A parent/guardian may visit their child's microschool and administer medication to their child at any time. Administration of medication to a child by an individual other than a parent/guardian requires specific advance written authorization by the parent/guardian, using the Student Medication Authorization Form provided by Spark Community Schools in Section 1.7 of this Handbook.

A parent/guardian or their designee(s) will bring the medication with them to the microschool and will take the medication with them when they leave; medication is not to be left with the student or at the microschool unless the criteria outlined below apply.

Teachers and/or Assistants may not be authorized to administer medications to microschool students.

Student Self-Administration of Medication

If a parent/guardian would like a student to self-administer medications, the parent/guardian must provide the Teacher and/or Assistant written authorization using the Student Medication Administration Form (see Section 1.7, Student Forms, of this Handbook) provided by Spark Community Schools, and must also provide written authorization from the student's medical provider stating that the child has been instructed on how to administer the medication, and is capable of doing so.

In such cases, the medication must be provided to the Teacher and/or Assistant, in its original packaging, when the student arrives at the microschool. The Teacher and/or Assistant will store the medication in a safe and secure location away from students. When the student needs to administer medication, the Teacher and/or Assistant shall retrieve it and provide it to the student. After the student has administered the medication, the Teacher and/or Assistant should return it to a safe and secure location away from students. The student must take the medication home when leaving the microschool each day.

Note that EpiPens may be stored at the microschool site overnight.

5.22 COVID-19 Policy

Teachers and/or Assistants must follow all local, state and federal rules, regulations and guidelines related to COVID-19. Every state (and most counties and localities) have resources on COVID-19 in their respective areas. Helpful national resources on this topic can be found at:

- Centers for Disease Control and Prevention website:
www.cdc.gov/coronavirus/2019-ncov/communication/guidance.html
- National Institute of Health website:
www.covid19treatmentteacherlines.nih.gov

If a local, state, or federal law requires that certain measures be taken to curtail the spread of COVID-19, teachers and/or Assistants must follow those rules. Regardless of what the law requires, teachers and/or Assistants may never prohibit a student or their family from adopting more protective measures, should the student or family prefer to do so. For example, if a student prefers to wear a mask in the microschool setting, they must be allowed to do so. Similarly, teachers and/or Assistants should accommodate requests for social distancing, if feasible.

Please note that Spark Community Schools and its partners reserve the right to issue more stringent guidelines and policies in the microschool setting related to COVID-19 at any time.

5.23 Attendance

Students must be officially enrolled with Spark Community Schools prior to their attendance at a microschoool.

The few exceptions to this rule are specified below.

5.23.1 Exceptions

1. Children Visiting the Microschool: Children potentially interested in enrolling in the microschoool may visit the microschoool during school hours, so long as an adult accompanies them and remains present the entire time the visiting children are at the site. The Teacher and/or Assistant will ensure that all visitors log in.

2. Children Accompanying Parents/Guardians During Student Drop Off and Pick Up: Children who are accompanying parents/guardians during drop off and pick up of children enrolled in the microschoool are permitted to be at the microschoool site for short periods of time, without needing to sign the visitor log or be background checked. Teachers and/or Assistants should make clear that the parent/guardian is responsible for monitoring that unenrolled child the entire time they are at the microschoool site.

Students and Teachers and/or Assistants with communicable diseases are not to be excluded from attending customary microschoool activities as long as their participation does not create a risk of disease transmission to students and Teachers and/or Assistants or others in the microschoool. If a reasonable accommodation will eliminate the risk of transmission, such accommodation should be undertaken unless it poses an undue hardship to the microschoool Teachers and/or Assistants, the family, or Spark Community Schools.

5.24 General Illness Short-term Absence Policy

Students who are sick due to non-serious or short-term illness may be excused from school with a parent's/guardian's note or other form of communication.

5.24.1 Contagious Illness Policy

Inevitably, children spending time in the community will encounter a variety of contagious or transferable illnesses, ranging from lice to the common flu. Children may also experience other common illnesses, such as ear infections or mental health concerns that are disruptive to participation in their microschoool.

Spark Community Schools strives to create a space where exposure to communicable or infectious disease is controlled.

A "communicable disease" is commonly defined as an illness resulting from the infection, presence and growth of pathogenic (capable of causing disease) biologic agents in an individual human. Examples of communicable disease or transferrable infection include, but are not limited to: head lice; chickenpox; shingles; scabies; pink eye; hand, foot, and mouth disease ("HFMD"); influenza (seasonal flu); strep throat; mononucleosis; norovirus (stomach flu); whooping cough; and the common cold.

If a student has a communicable disease or transferrable infection, they, in consultation with medical professionals, should determine the appropriate isolation period.

5.24.2 Communication Guidelines

Families and Teachers and/or Assistants should take great care in communicating quickly and honestly about possible communicable disease exposure or incidents.

- Family Communication to Teacher and/or Assistant: Families should inform their child's Teacher and/or Assistant within twelve (12) hours of any suspected exposure or confirmed incident of communicable disease. The Teacher and/or Assistant will take great care to inform the other microschoool families about the possible risk of exposure.
- The Teacher and/or Assistant Communication to Fellow Microschoool Students: Teachers and/or Assistants will inform all microschoool students and families within twelve (12) hours of any suspected exposure or confirmed incident of communicable disease in the microschoool.
- Teacher and/or Assistant Communication to Spark Community Schools: If Teachers and/or Assistants need assistance in navigating sensitive or otherwise difficult illness concerns, please reach out to Spark Community Schools.

5.25 Health-related Long-term Absence Policy

For long-term absences related to disease such as Infectious Mononucleosis or Lyme Disease, surgery, injury, or other long-term health conditions, the family should coordinate with the Teacher and/or Assistant to determine how to best meet the child’s needs.

5.26 Safe Return

It is imperative that all parties follow safe return procedures to avoid exposure to contagious illnesses. The microschoo environment is small and intimate, and therefore Teachers and/or Assistants and families must take extreme precaution to avoid passing communicable disease to one another.

- For Illness with Fever: For communicable disease that is associated with a fever, the sick individual must wait until they are fever-free for twenty-four (24) hours unaided by medication.
- For Illness with Associated Symptoms: For illnesses that have presenting symptoms that can be diagnosed by a doctor (e.g., pink eye, chickenpox, Covid-19, or lice), the family should communicate with the teacher and/or Assistant as to their family doctor’s recommended period of isolation and typical period for demonstrated recovery prior to returning to the microschoo environment.

5.27 Shelter in Place

If Spark Community Schools is made aware of neighborhood police activity or an unwanted guest on school property, students and staff will shelter in place. As per the Emergency Safety Plan that every Teacher and/or Assistant receives at the beginning of the school year, the Teacher and/or Assistant must be prepared to: (1) direct students to the shelter in place location and (2) take immediate action to contact law enforcement to keep students safe.

Here is a snapshot of the Shelter in Place plan.

- Seek shelter in the most secure location
 - Students, Teachers and/or Assistants will move to this location:
 - Leave your bags and other personal belongings.
 - Do not run, push, or scream.
- If necessary, contact 911.
- When it’s safe to do so, Teachers and/or Assistants will contact families and inform them of any impact to microschoo operations.
- Report the incident to Spark Community Schools.

5.28 Permission for Audio/Visual Recordings and Displays of Student Work

Teachers and/or Assistants may not release a student’s photo, video footage, or comments in any public forum without written permission from the student’s parent/guardian. Student parent/guardian permission must be provided in written format using the 2023-2024 Student Photo/Video Release Form found in Section 1.7 of this Handbook.

5.29 Photographs, Video Recordings, and Audio Recordings

The Teacher and/or Assistant or a Spark Community Schools representative may take photographs of students, audiotape or videotape students, or interview students for microschoo-related stories in a way that would individually identify a specific student. This content may be used in microschoo or Spark Community Schools publications, in microschoo or Spark Community Schools video productions, on the microschoo or Spark Community Schools website, in microschoo or Spark Community Schools advertisements, fundraising, or recruitment materials, in the news media, or in other education-related organizations’ publications with written permission from the student’s parent/guardian. A Teacher and/or Assistant may not use such photos or recordings without explicit permission from Spark Community Schools and written permission from the student’s parent/guardian.

5.30 Displaying Students’ Artwork, Projects, Photos, and Other Original Work

Teachers and/or Assistants may display student work in their microschoo as recognition of student achievement. However, Teachers and/or Assistants must seek parent/guardian consent before displaying student artwork, special projects, photographs taken by students, and other original works on any website or social media page, in printed materials, by video, or by any other method of mass

communication. Teachers and/or Assistants will also seek consent before displaying or publishing an original video or voice recording in this manner.

5.31 Student Media Consent Policy

Each student’s parent/guardian will be asked to give Spark Community Schools media consent during the annual enrollment process. Each student’s media consent status is reflected in their student file at Spark Community Schools. Even if consent has been provided, Teachers and/or Assistants should be mindful of what they share and should never disclose confidential or sensitive information about a student, their family, other Teachers and/or Assistants, or Spark Community Schools personnel.

When visiting a microschool and taking photos, or creating audio or video recordings, Spark Community Schools will both work with the Teacher and/or Assistant to inform all students’ families of the media visit and ensure that any student without media consent is identified in advance and not featured in any media releases resulting from the visit (i.e., if a Spark Community Schools media representative is recording a video of student activities with the Teacher and/or Assistant’s authorization, the families will be informed in advance and any student without media authorization will be identified and safely kept out of any released media).

If a parent/guardian wishes to change their child’s media consent status at any point during the school year, the Teacher and/or Assistant should direct the parent/guardian Spark Community Schools to request a media consent status change.

5.32 Guest and Visitor Notice Policy

Teachers and/or Assistants will notify parents/guardians in writing (e.g., via email or text) at least twenty-four (24) hours in advance of a visitor being present in their microschool. Notice should include (1) the purpose of the visit, (2) when the visit will occur, and (3) the date and time of the visit. If prior notice is not possible, Teachers and/or Assistants should immediately disclose the visit to families after the fact. Teachers and/or Assistants will also follow the procedures laid out in Spark Community Schools’ Visitor Log Policy when a guest is present in the microschool. Please note that some visitors - depending on what they will be doing in the microschool- may also need to submit to a background check.

5.33 Visitor Log Policy

When a visitor enters a microschool, the Teacher and/or Assistant must (1) log the name of the visitor in a visitor log, (2) document the visitor’s entry and exit times from the premises, (3) supervise the visitor for the duration of their visit and (4) ensure that the visitor is not left alone with any child at any time.

5.33.1 Required Safety Measures for Visitors

Teachers and/or Assistants must take the following safety measures on a recurring basis to ensure safety and visitors in the microschool.

- a. A visitor is defined as anyone eighteen (18) years or older who will be: (1) visiting a microschool repeatedly (i.e., more than once in a 60-day period) and (2) has the potential to directly interact with microschool students. This includes a volunteer (including a parent/guardian) who is coming to demonstrate a skill or participate in an activity, a personal student aid, or anyone else.
- b. All recurring visitors must be background checked prior to entry in a microschool.

1. Advance Notice to Families

- a. Teachers and/or Assistants will notify all microschool parents/guardians at least one instructional day in advance of any planned guest visit.
- b. Teachers and/or Assistants will notify all microschool parents/guardians immediately following an unplanned microschool guest visit. The Teacher and/or Assistant shall identify the visitor, the reason the visitor was on the microschool premises, and how long the visitor remained on the premises.

2. Keep Daily Microschool Visitor Logs

- a. Teachers and/or Assistants will keep a running log of any visitor who comes to their microschool.
- b. Teachers and/or Assistants will request to see some form of identification for a visitor to ensure that the visitor's name is properly recorded in the log. If the Teacher

and/or Assistant personally knows the visitor, they may personally verify the visitor's identity without documentation.

3. Ensure Visitor Supervision

a. Teachers and/or Assistants will continue to ensure that no microscool student will be left alone with any visitor during microscool hours.

5.34 Background Checks for Recurring Visitors

Teachers and/or Assistants will ask Spark Community Schools for permission to allow any recurring visitors at least one week prior to a recurring visitor's first visit to their microscool (e.g., an assistant, a service provider, a student aid). Spark Community Schools will contact the Teacher and/or Assistant and background check the candidate through the background check process.

5.35 Prohibited Visitor and Agitated Adult Policy

Responding to an agitated or prohibited adult is an unsavory but nonetheless possible safety response scenario that may arise in a typical microscool. The nature of microschoools requires extra care in thinking through how students and a Teacher and/or Assistant will respond to unwanted visitors.

5.35.1 Contact Law Enforcement

The best recommendation Spark Community Schools can make for a Teacher and/or Assistant when an agitated, unwanted, or otherwise prohibited person appears at the microscool is to contact law enforcement (call 911). Teachers and/or Assistants are private citizens and have every right to contact law enforcement in the case of an unsafe situation with another adult

5.36 Student Withdrawal Policy

A student under eighteen (18) years of age may be withdrawn from school only by a parent or legal guardian. Spark Community Schools requests notice from the parent/guardian at least three (3) days in advance so that Spark Community Schools may process the withdrawal in its system and work with the partner school to prepare the appropriate and necessary records. Parents/guardians must initiate a withdrawal.

Withdrawing students and parents/guardians are expected to:

- Complete the Spark Community Schools withdrawal form;
- Participate in an exit interview with Spark Community Schools, if possible;
- Return all materials and equipment, including devices.

5.37 Student Supplies

A microscool Teacher and/or Assistant may provide to a student's parents/guardians a suggested list of student supplies for use during the regular microscool day so that the parents/guardians may furnish, on a voluntary basis, supplies for student use. Students whose parents/guardians do not provide such supplies shall be allowed to use microscool-provided supplies necessary for participation in any curricular activities, which the microscool shall supply.

A microscool may require a student to provide materials or pay for an additional discretionary project, if the student chooses a project in lieu of, or in addition to, a required classroom project.

5.38 Student Dress

Students must maintain an appearance appropriate for a learning setting at all times. Spark Community Schools is not prescriptive about physical appearance, however, there are certain standards that are appropriate for a learning environment. Any clothing that may be a distraction for students (e.g., visible undergarments, excessive skin, crude logos or phrases on clothing) must be avoided. We ask that all private body parts be covered. We encourage students to express their personalities through fashion while at the same time being respectful of the school environment.

Section 6: Student Rights

6.1 Right to Religions Expression

Spark Community Schools prohibits discrimination, harassment, or retaliation on the basis of religion. Spark Community Schools does not advocate for or against any religious beliefs or particular religions, and Teachers and/or Assistants must refrain from doing so as well in microschoools and during microscool activities.

A student enrolled has the right to silently pray or meditate at a Spark Community Schools microscool,

so long as it does not disrupt the instructional day or other activities of the microschool. Neither Spark Community Schools nor the microschool Teachers and/or Assistants shall require, encourage, or coerce any student to engage in or to refrain from prayer or meditation during any school activity.

6.2 Right to Student Speech

The speech (including all forms of expression) of Spark Community Schools students is protected by the First and Fourteenth Amendments.

Accordingly, Spark Community Schools has adopted a policy that all students have a right to free expression of ideas in the microschool, unless the teacher and/or Assistant can prove that a given act of expression causes "substantial interference with microschool discipline or the rights of others." Teachers and/or Assistants simply disagreeing with a student's position or determining that the speech is controversial or in "bad taste" does not constitute "substantial interference with microschool discipline or the rights of others."

Please note that this includes all forms of speech, including, but not limited to, verbal speech, writing, physical gestures, artistic expression, and attire/physical appearance.

6.3 Sexual Harassment Policy

Spark Community Schools promotes an educational environment free of sexual harassment. Sexual harassment of students, parents/guardians, Teachers and/or Assistants or any other person in the Spark Community Schools community is unlawful and will not be tolerated. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

To maintain an environment free of sexual harassment, conduct described in this Policy will not be tolerated.

Spark Community Schools takes allegations of sexual harassment seriously and will respond promptly to complaints of sexual harassment, and where it is determined that such inappropriate conduct has occurred, Spark Community Schools will act promptly to eliminate the conduct and impose corrective action as is necessary.

Please note that while this Policy sets forth Spark Community Schools' goals of promoting an environment that is free of sexual harassment, the Policy is not designed or intended to limit its authority to take appropriate action for conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

6.3.1 Sexual Harassment Defined

"Sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature between students, adults, or students and adults when:

- Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of academic standing or school-related opportunities; or
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating or sexually offensive school or work environment.

Under the definition stated above, direct or implied requests by an Teacher and/or Assistant, parents/guardians, or any individual in a position of authority for sexual favors in exchange for actual or promised benefits such as favorable review, better grades, recommendations, or other advantages, constitutes sexual harassment.

The legal definition of sexual harassment is broad and, in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an educational environment that is hostile, offensive, intimidating or humiliating to male or female students or others in the Spark Community Schools community may also constitute sexual harassment. Note that sexual harassment includes any kind of harassment on the basis of an individual's sex, sex-stereotyping, sexual orientation, or gender identity.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Discussion of one's sexual activities or inquiries into others' sexual experiences; and
- Verbal, non-verbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity.

All individuals should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated.

6.4 Complaints of Sexual Harassment

If any Spark Community Schools Teacher and/or Assistant witnesses an act of sexual harassment occurring in the microschool environment, the Teacher and/or Assistant should take any and all steps to stop the conduct immediately and report the conduct to Spark Community Schools. Spark Community Schools may thereafter initiate an investigation as noted in Spark Community Schools' Complaint Investigation Policy.

While Spark Community Schools investigates the allegations, Teachers and/or Assistants must ensure that no further act of harassment occurs and work with Spark Community Schools to ensure a safe community environment.

6.5 Investigation of Sexual Harassment Claims

When Spark Community Schools receives a complaint of sexual harassment, it will investigate the allegation in a fair and expeditious manner, as outlined in its Complaint Investigation Policy. Please note that Spark Community Schools may impose interim measures to protect the parties pending the conclusion of the investigation, depending on the circumstances.

In cases that involve students either filing a complaint or who allegedly commit the inappropriate action, parents/guardians will be informed and included in the procedures for resolution.

If it is determined that inappropriate conduct has occurred, Spark Community Schools may impose disciplinary action up to removing a student from the microschool or terminating Teachers and/or Assistants, depending on the circumstances.

6.6 Right to Report

Parties who believe that they have been subjected to sexual harassment may file a complaint with appropriate state and federal agencies.

6.7 FERPA Policy

The Family Educational Rights and Privacy Act ("FERPA") affords parents/guardians and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. These rights include the following:

1. The Right to Inspect and Review

Parents/guardians or eligible students have the right to inspect and review the student's educational records within forty-five (45) days of the day Spark Community Schools or the Spark Community Schools microschool (collectively, "the School") receives a request for access.

Parents/guardians or eligible students should submit to the Teacher and/or Assistant or Spark Community Schools a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent/guardian or eligible student of

the time and place where the records may be inspected.

If circumstances effectively prevent the parent/guardian or eligible student from exercising the right to inspect and review the student’s educational records, the School shall provide the parent/guardian or eligible student with a copy of the records requested or make other arrangements for the parent/guardian or eligible student to inspect and review the requested records. The School may charge a reasonable fee for a physical copy of an education record that is made for the parent/guardian or eligible student, unless the imposition of a fee effectively prevents a parent/guardian or eligible student from exercising the right to inspect and review the student’s education records. The School will not charge a fee to search for or to retrieve the educational records of a student, or to provide an electronic copy of requested documents. If the educational records of a student contain information on more than one student, the parent/guardian or eligible student may inspect and review, or be informed of, only the specific information about that student.

The School shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section.

2. The Right to Seek Amendment of the Student’s Educational Records

Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the microschool teacher and/or Assistant or Spark Community Schools in writing, clearly identify the part of the record the parent/guardian or eligible student wants changed, and specify why it is inaccurate or misleading. The School will decide whether to amend the record as requested within a reasonable time after receipt of the request.

If the School decides not to amend the record as requested by the parent/guardian or eligible student, it will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. If, as a result of the hearing, the School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent/guardian or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent/guardian or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the School, or both. If the School places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

3. The Right to Consent Prior to Disclosure

Parents/guardians or eligible students have the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. A “school official” is:

1. a person employed by Spark Community Schools as an administrator, supervisor, teacher, or support staff member (including health or medical staff and law enforcement unit personnel);
2. a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as teachers and/or Assistants, attorney, auditor, medical consultant, or therapist);
3. a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or

4. a parent/guardian, student, or other volunteer assisting another school official in performing their tasks.

Upon request, the School may also disclose education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

4. The Right to File a Complaint

Parents/guardians or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. These complaints should be addressed as follows:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202-4605*

5. Access to Medical Records

Parents/guardians are entitled to access their students’ medical records.

6. Notice of Directory Information

Under FERPA, the School must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student’s education records.

However, the School may disclose personally identifiable information contained in the student’s educational records without obtaining prior written consent of the parent/guardian or eligible student if the School has designated the information as “directory information.”

The School has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

1. Student name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Photographs (including video image);
6. Date and place of birth;
7. Major field of study;
8. Degrees, honors, and awards received;
9. Dates of attendance;
10. Grade level;
11. Most recent educational institution attended;
12. Participation in officially recognized activities and sports; and
13. Weight and height of members of athletic teams.

School-sponsored/school-affiliated purposes are those events/activities that the School conducts or sponsors to support the educational mission of the School. Examples include, but are not limited to:

1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremony);
2. Publications (e.g., newsletters, yearbook);
3. Honor roll and other student recognition lists; and
4. Marketing materials of the School (e.g., print media, website, videos, newspaper).

The School shall not release directory information except for the purpose indicated above, namely, disclosure relating to school-sponsored/school-affiliated purposes.

A PARENT/GUARDIAN OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO SPARK COMMUNITY SCHOOLS. THE STUDENT FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OPT-OUT FORM IS AVAILABLE IN THIS HANDBOOK.

6.8 Student Records Management Policy

“Student records” are those records directly related to a student and maintained by Spark Community Schools.

6.8.1 Academic Records

Spark Community Schools does not provide transcripts or official school records to parents though it does maintain some academic records on each student.

6.8.2 Discipline Records

Disciplinary records submitted by teachers and/or Assistants to Spark Community Schools, including but not limited to Positive Behavior Plans, Restorative Reset documentation, and Referrals for Removal will be stored by Spark Community Schools as a disciplinary record. Effective for the 2023-2024 School Year, Spark Community Schools will follow a four-step process for any teacher and/or Assistant-submitted Student Incident Form (“SIF”). Upon receipt, the process is as follows:

1. Spark Community Schools will acknowledge the receipt of the SIF submission; 2. Spark Community Schools will generate a PDF report version of the SIF;
3. Spark Community Schools will share the PDF report with the student(s)’s family if Spark Community Schools, in its discretion, believes it is appropriate; and
4. Spark Community Schools will take action to investigate the issue on a case-by-case basis.

All discipline records will be stored for students in Spark Community Schools’ system and will stay with Spark Community Schools for up to five (5) years following the final date of the student’s participation in Spark Community Schools. Any Spark Community Schools-specific records will stay with Spark Community Schools unless a student has a disciplinary consequence resulting in expulsion from the student’s School of Record.

6.9 Complaint Investigation Policy

Spark Community Schools conducts all investigations in a fair, impartial, thorough, and thoughtful manner and in compliance with all applicable federal, state, and local laws.

Whenever Spark Community Schools receives a formal or informal report or other information indicating a possible violation of law or Spark Community Schools policy, Spark Community Schools will conduct an investigation set forth below.

6.9.1 Investigation Responsibility

Spark Community Schools will promptly initiate an appropriate investigation into all possible violations of law and Spark Community Schools policy. Spark Community Schools’ Legal Team will have primary responsibility for investigating all complaints, unless the alleged misconduct concerns a member of the Legal Team. In that situation, a third party will be responsible for the investigatory process.

As the situation warrants, the Legal Team may instruct other Spark Community Schools personnel to gather information for investigation. In such cases, such individuals will follow the Legal Team’s instructions relating to communications and evidence to ensure that confidentiality and proper legal protections are preserved.

6.9.2 Situations to be Investigated

The following is a non-exclusive list of the types of reports that Spark Community Schools will investigate:

- Alleged conduct that potentially deprives any member of the Spark Community Schools community of rights because of race, color, religion, sex, sexual orientation, sex-stereotyping, gender identity or expression, genetic information, national origin, ethnicity, pregnancy, age, national origin, disability status, protected veteran status, marital status, or any other characteristic protected by law.
- Alleged verbal or physical conduct that potentially denigrates or shows hostile feelings toward any individual because of race, color, religion, sex, sexual orientation, sex-stereotyping, gender identity or expression, genetic information, national origin,

ethnicity, pregnancy, age, national origin, disability status, protected veteran status, marital status, or any other characteristic protected by law.

- Alleged conduct or intentional behavior that potentially violates Spark Community Schools’ policies or values or affects the safety or well-being of any member of the Spark Community Schools community. Such conduct includes threatening communication, physical injury or potential physical harm to another, aggressive or hostile action, retaliatory decisions, intentional damage to Spark Community Schools property, and possession of any weapon during Spark Community Schools-affiliated events, regardless of government licensing.
- Alleged conduct or intentional behavior that constitutes harassment. Examples of prohibited harassment may include - but are not limited to - offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for accommodation; threatening or intimidating conduct; offensive jokes/statements, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.
- Conduct that violates Spark Community Schools rules, policies or standards of conduct or the law.
- Any other conduct which Spark Community Schools, in its sole discretion, determines should be investigated.

6.9.3 Confidentiality

Spark Community Schools investigator(s) will inform the reporter(s) that the Spark Community Schools-initiated investigation will be handled on a need-to-know basis; however, if information is learned that legal action is required, there is a potential that disclosure of this information may occur in the process.

Spark Community Schools investigator(s) will make a reasonable effort to ensure that the reporter(s) or individual(s) providing information during an investigation are not exposed to any threats of violence, intimidation or personal risk. If such situations are identified or have occurred, Spark Community Schools will proceed with the appropriate response, as developed by the Legal Team, outside counsel or other professionals.

6.9.4 Retaliation

Spark Community Schools prohibits retaliation against any reporter(s) or individuals who provide any information related to a report including, but not limited to, making threatening communication by verbal, written or electronic means, or encouraging others to do the same. Any person found to be engaging in retaliation will be subject to appropriate disciplinary action, including, but not limited to, removal of students from the microschool and/or termination of teacher and/or Assistant services.

6.9.5 Investigative Timeline

Spark Community Schools will make all reasonable efforts to initiate an investigation into the allegation(s) and conclude the investigation in a timely fashion, as the circumstances warrant.

6.9.6 Investigative Tasks

1. Obtain verbal and written statements from all parties involved, including at least the reporter, subject of the investigation and witnesses. Unless the process requires otherwise, the investigator(s) should interview the reporter first, the subject second, any witnesses third, and then the reporter and subject once again.
 - a. The investigator(s) will be mindful of the information they share with all interviewees.
 - b. Generally, the subject will be informed of the allegation(s) made by the reporter in sufficient detail to allow the subject to give their side of the story.
 - c. Witnesses will not be provided with any specifics regarding the allegation(s) beyond what is required to get an accurate recollection from the witnesses. Witnesses will be

told an incident is being investigated, but that all details may not be able to be disclosed.

d. An interview memo will be prepared for each interviewee and conversation immediately after the interview concludes. The memo will be primarily a factual documentation of the interview, but may include the investigator(s) thoughts,

impressions and opinions, if appropriate.

2. Take photographs/video of any injury or damage, if applicable.
3. Collect all written or other documentary evidence available, including publicly available reports from police or other agencies, if applicable. All evidence will be documented, preserved and maintained in a secure digital or electronic location.
 - a. All interviewees should be instructed not to delete, discard, or otherwise destroy any information relevant to the report.
4. Determine if there is a potential risk for recurrence. If there is such a potential, take all measures appropriate to protect individuals and property.
5. Complete an investigation report, and provide all relevant and necessary information, including documented findings, as noted below.
 - a. Relevant and necessary information includes the date the report was drafted and complete (if the two are not the same), the list of individuals interviewed (along with their title and role), and the fact-finding protocol that was used.

6.9.7 Documented Findings

Based on the investigation, Spark Community Schools will determine whether the allegation(s) were founded, unfounded or inconclusive. This determination will be documented in writing and made part of the investigative file. The determinations will be as follows:

- Violation Founded. Where a violation of Spark Community Schools policies, or law is found to have occurred, the subject of the investigation should be notified of the finding and corrective actions will be taken. No details about the nature or extent of disciplinary or corrective actions will be disclosed to the reporter(s) or witness(es) unless there is a compelling reason to do so (such as personal safety).
- Violation Unfounded. In this situation, the subject of the investigation and the reporter should be notified that Spark Community Schools investigated the allegation(s) and found that the evidence did not support the claim.
- Violation Inconclusive. In some cases, the evidence may not conclusively indicate whether the allegation(s) was founded or unfounded. If such a situation occurs, the notification to the reporter and the subject of the investigation should state that Spark Community Schools completed a thorough investigation but has been unable to establish the truth or falsity of the allegation(s). Spark Community Schools will take appropriate steps to ensure that the persons involved understand the requirements of Spark Community Schools' policies and applicable law, and that Spark Community Schools will monitor the situation to ensure compliance in the future.

6.9.8 Retention of Investigative Records

Unless advised otherwise by the Legal Team, Spark Community Schools will retain records relative to a Spark Community Schools-initiated investigation for the greater of a period of one (1) year or the minimum retention period required by law.

6.9.9 Release of Investigative Records

Spark Community Schools will not release any investigative files, including interviews and findings, unless authorized by the Legal Team or pursuant to a court-authorized request or process (such as a subpoena or court order).

6.9.10 Notice to Government Agencies

Before notifying any government agency concerning a Spark Community Schools-initiated investigation, the Legal Team will conduct a full review of the investigation and will determine what information, including documents, should be released to the government agency.

6.9.11 Disclosure to Third Parties

No Spark Community Schools employee or agent may make any non-compulsory disclosure to third parties (such as lawyers, investigators, insurance representatives, media reporters) regarding the particulars of any Spark Community Schools-initiated investigation without prior approval from the Legal Team.