

**diego hills central**  
PUBLIC CHARTER SCHOOL

**Parent-Student Handbook**  
**2021-2022**



# COVID 19 Response: Remote Learning

Diego Hills Central Public Charter School Parent/Student,

In the event of a COVID-19 related situation, our learning centers may close due to safety concerns and the need for social distancing, however remote instruction will continue for all Diego Hills Central Public Charter School students. Teachers will continue to contact students to ensure they have support and access to resources. Remote instruction will continue through telephone, our Google platform, emails and text messages. Remote testing for state required assessments and diagnostic assessments will continue to the degree possible. If you need access to a laptop or internet service, please contact your teacher and we will do our best to assist you. We want to make sure you continue your studies and progress towards graduation even during a difficult time. Our counselors will be available if you would like advice about your academic program or other personal concerns.

Procedures in the handbook may be changed or adapted as necessary and in alignment with local, state and federal laws to address COVID-19 related situations.



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## SCHOOL HOURS OF OPERATION

Diego Hills Central Public Charter School operates all year, with enrollment available at any time of the year.

The school hours of individual learning centers will be set according to the needs of the attending students as determined by the Principal.

## MISSION STATEMENT

The Charter School's mission is to provide comprehensive high school education and job-training programs to at-risk students that align with the local workforce system in order to:

- Provide better outcomes for youth, including increasing high school students' preparedness for postsecondary education and employability in high-growth industries.
- Increase engagement and retention of disconnected youth, including delivering youth programs that enable those youth who are out-of-school and out-of-work to return to school and to gain skills to enter the workforce.
- Respond to the high school dropout crisis by providing student recovery efforts, educate and guide students to obtain secondary diploma and provide youth employment opportunities.

## WHAT IT MEANS TO BE AN "EDUCATED PERSON" IN THE 21ST CENTURY

An "educated person" in the 21st century is, at the least, a high school graduate who understands that education is a lifelong process and that people are continually learning. An educated person in the 21st century has developed self-motivation and confidence to successfully accomplish multiple responsibilities and handle challenges of daily life. He or she has successfully obtained a certificate or degree related to a career pathway and is able to apply knowledge and skills in the workplace.

## STUDENT LEARNING OBJECTIVES

1. Leadership: Diego Hills Central Public Charter School students actively serve their local community and workforce system by mastering skills of financial literacy, entrepreneurship (or professional skills), and teamwork.
2. High School Completion: Diego Hills Central Public Charter School students attain higher levels of education by acquiring career pathway exploration and guidance, occupational skills training, and a high school diploma.
3. Post-secondary Success: Diego Hills Central Public Charter School graduates are lifelong learners who are prepared to contribute to the workforce through continuing education offered in context of aligned industry occupations, obtainment of a certificate or degree, or job placement.



## SCHOOL OBJECTIVES

The Charter School utilizes a personalized learning/independent study alternative program. Units of work will be given in specific subjects and the assignments will follow the Common Core Standards for equivalency, the CA Standards for Career Ready Practice, and the California Career Technical Education Model Curriculum Standards. The education program offered in grades 9 through 12 shall include a course of study that provides an opportunity to meet the requirements necessary for post-secondary admission into advanced learning programs. The Charter School collaboratively sustains a variety of partnerships with community stakeholders to ensure delivery of comprehensive support services to students. Partners include non-profits, other secondary and post-secondary education institutions and social service agencies. Certain federally funded youth programs allow public charters to enroll youth through the age of 24. Adult students will be provided additional mentoring and academic counseling and will be considered for modifications in credit requirements on a case by case basis. The Charter School shall comply with all applicable state and federal laws regarding independent study instruction, including Education Code Sections 51745-51749.6.

Students will be assigned a teacher who will evaluate the study assignments and provide testing materials. The tests will be completed for a percentage grade (i.e.: A=100%-90%, B=89%-80%, C=79%-70%, D=69%-60% and F=59%-0%).

On a regular basis, consistent with the written Personalized Learning/Independent Study Master Agreement, the assigned teacher, and/or counselor, student and parent, as applicable, shall evaluate the educational program of the student. The assigned, credentialed teacher will have the final authority, regarding the educational program of the student, with the exception of students who qualify for special education services whose services and outcomes will be determined by an Individual Education Plan (IEP) team, pursuant to law.

## GRADUATION REQUIREMENTS

Students under the age of 18 are required to successfully complete 210 credits for graduation. The following subjects and credits are requirements for graduation:

| SUBJECT  | CREDITS REQUIRED |
|--|------------------|
| English  | 40               |
| World History                                  | 10               |
| U.S. History                                   | 10               |
| Civics   | 5                |
| Economics                                      | 5                |
| Mathematics*                                   | 30               |
| Physical Education                             | 20               |
| Physical Science                               | 10               |
| Life Science                                   | 10               |
| Visual/Performing Arts<br>Foreign Language/CTE | 10               |
| Computer Literacy                              | 5                |
| Professional Skills                            | 5                |
| Electives                                      | 50               |
| <b>Total</b>                                   | <b>210</b>       |

\*Math must include ten credits of Algebra I (as required by state law).

A student shall complete a minimum of 10 credits while enrolled at the Charter School in order to be eligible to graduate. Even if a student has completed 210 credits and has met the CORE CURRICULUM requirement, she/he must still complete the 10-credit minimum requirement.

### Coursework and Graduation Requirements for Foster, Homeless, Juvenile Court, Military, Migratory and Newly Arrived Immigrant Students

State law provides defined exemptions and flexibility for certain coursework and graduation requirements for foster care, homeless, former juvenile court students, students from military families, migratory students and newly arrived immigrant students. (Education Code Sections 51225.1 and 51225.2 (AB 2121)).



# GRADUATION CEREMONY AND HONORS

The Charter School offers one graduation ceremony in the spring for our graduating seniors. The Graduation Ceremony celebrates the graduating students that have culminated their high school studies during the year. The Charter School also invites graduating seniors to be candidates for delivering a speech during the graduation ceremony.

## WHO ENROLLS AT THE CHARTER SCHOOL

Students enroll at the Charter School for a great variety of reasons. Most have left school before graduation and now want the opportunity to move toward their goals. Some students have found the personalized instruction and flexible time requirements suit their needs better than a traditional school. Some students come to us to make up classes and then return to traditional campuses; others only need a few classes to graduate. The Charter School provides appropriate support and guidance to employed students or to those who are seeking employment. It is the Charter School's desire to accommodate each individual's need. With their teacher's permission very ambitious students may take more than two credits at a time.

We welcome all students at the Charter School. You might belong at the Charter School if you:

- Have stopped going to school
- Have not graduated
- Have adult responsibilities
- Work better in a personalized learning/independent study mode
- Need to make up classes in order to be prepared for graduation
- Have unavoidable scheduling conflicts that keep you from attending traditional school
- Are interested in early graduation
- Enjoy a small educational setting





## ENROLLMENT PROCEDURES

Students may confirm enrollment by submitting a signed master agreement and enrollment forms, which are available in both English and Spanish. After student enrollment is confirmed, students are required to submit enrollment documents including immunization records, updated transcripts, and withdrawal grades from their previous school. Students are accepted throughout the entire school year from July 1 to June 30 for enrollment in the current or following school year. Students will be issued an official ID card at the time of enrollment. Students must wear their ID card at all times while on campus. The Charter School will request an official transcript from the previous school when the student is officially enrolled.

Per California Education Code Sections 51225.1 and 51225.2, foster youth have the right to immediate enrollment even if they do not have transcripts, immunization records, or proof of residence.

Per the McKinney-Vento Act, homeless youth have the right to immediate enrollment even if they do not have transcripts, immunization records, or proof of residence. Unaccompanied homeless youth have the right to immediate enrollment without proof of guardianship.

Parents and students need to inform the school office of any changes that occur during the school year regarding addresses, telephone numbers, and emergency and alternate emergency contact persons. Information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose (AB 699).

All students must provide proof that all state required immunizations are up to date as a condition of enrollment. The immunization status of all students will be reviewed periodically.

Per California Health and Safety Code Section 120335, the following immunizations are required for school entry:

| Students Admitted at TK/K-12 Need:  |
|---|
| <ul style="list-style-type: none"> <li>• Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.) For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Polio (OPV or IPV) — 4 doses (3 doses OK if one was given on or after 4th birthday)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Hepatitis B — 3 doses (Not required for 7th grade entry)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Measles, Mumps, and Rubella (MMR) — 2 doses (Both given on or after 1st birthday)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Varicella (Chickenpox) — 2 doses</li> </ul>  |
| <p>* These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten</p>  |
| Students Starting 7th Grade Need:   |
| <ul style="list-style-type: none"> <li>• Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose (Whooping cough booster usually given at 11 years and up)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Varicella (Chickenpox) — 2 doses (Usually given at ages 12 months and 4-6 years)</li> </ul>  |
| <p>* In addition, the TK/K-12 immunization requirements apply to 7th graders who:</p> <ul style="list-style-type: none"> <li>- Previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade</li> <li>- Are new admissions</li> </ul>  |

## IMMUNIZATION EXEMPTIONS

### Medical Exemptions

- Admissions on or after July 1, 2019: a parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:
  1. The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
  2. Each specific required vaccine that is being exempted.
  3. Whether the medical exemption is permanent or temporary.
  4. If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.
- Admissions prior to July 1, 2019: A parent or guardian must submit a written statement from a licensed physician (MD or DO) which states:
  1. That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
  2. Which vaccines are being exempted.
  3. Whether the medical exemption is permanent or temporary.
  4. The expiration date, if the exemption is temporary.
  - In some cases, a medical exemption filed for a child attending before July 1, 2019 may need to meet the new requirements.

### Personal Beliefs Exemptions. Since January 1, 2016:

- Parents or guardians of students are no longer allowed to submit a personal beliefs exemption to a currently-required vaccine. However, parents or guardians must continue to provide immunization records for these students to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students.
- Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.
- Personal beliefs exemptions filed at a school before January 1, 2016 remain valid until the student enrolls in the next grade span, typically at kindergarten (or transitional kindergarten) or 7th grade.

The Charter School shall maintain an up-to-date list of pupils with exemptions, so they can be excluded quickly if an outbreak occurs.

### Students Not Meeting Requirements

Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School. Students who do not meet the State requirements shall be referred to their physician or local health department. The School will provide families a written notice indicating which doses are lacking.

### Conditional Admissions

Students who lack one or more required vaccine doses that are currently due may be admitted on condition that they receive the remaining doses when due (Title 17, CCR Section 6035).

### Public School Attendance Alternatives

Please be informed that students enrolled in the Charter School have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## NOTICE OF NON-DISCRIMINATION

The Charter School is committed to providing a safe working and learning environment where all individuals are afforded equal access and opportunities. The Charter School prohibits discrimination, harassment, sexual harassment, intimidation and bullying, including cyber sexual bullying, in its academic and other educational programs, employment, services and activities based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race, ethnicity, creed, color, national origin, ancestry, ethnic group identification, immigration status, religion, religious affiliation, sex, sexual orientation, pregnancy, childbirth or related medical conditions, physical or mental disability, medical condition, potential or actual parental, family or marital status, age, genetic information, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, any other characteristic that is contained in the definition of hate crimes in the California Penal Code, or any other basis protected by federal, state or local law, ordinance or regulation.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").





The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) and Title IX Compliance Officer:

Lindsay Reese, Area Superintendent  
4348 54th St.  
San Diego, CA 92115-5300  
(619) 286-0312  
[UCPOfficer@dhcentralcharter.org](mailto:UCPOfficer@dhcentralcharter.org)

## STUDENTS, PARENTS, GUARDIANS: KNOW YOUR EDUCATIONAL RIGHTS

### Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students’ parents or guardians.
- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

## Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

## Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

## Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

## Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

## ACADEMIC STANDARDS AND PROCEDURES

The Charter School offers curriculum enabling and preparing students for entrance into college, trade school and/or the workforce. We offer a diploma that meets all of the requirements of the State of California and enables the student to be enrolled in a wide array of colleges, universities, and other institutions, which require a high school diploma.

## COURSE OFFERINGS

Our classes consist of core curriculum, career technical education, and electives developed to continually ensure that all content areas are infused with college and career readiness content. Students have their transcripts evaluated and take assessment tests to determine the appropriate

level of instruction. The order in which the instruction is offered is purposely done to maximize learning.

The Charter School offers the required core classes necessary to meet all State Standards and graduation requirements according to Charter School policy and California State law.

The Charter School is accredited by the Western Association of Schools and Colleges (WASC), with courses approved by the University of California (A-G courses).

To take full advantage of the courses offered, students are expected to meet with their teacher a minimum of each week and to work with tutors 1 – 2 times per week.

For English Learners, written communication is provided by the Charter School to notify the parent/guardian when their student has been identified as an English Learner (EL). This notification also provides a description of the school's language development program placement, which allows the parent/guardian to make an informed choice regarding the best program option for their student learning English as a second language. The Charter School provides Integrated (I) and Designated (D) English Language Development (ELD) to students learning English as a second language. The Charter School also provides tutoring, specialized reading instruction and/or academic skills-targeted support depending on the students' Individual English Language Development Plan (IELDP).

## CAREER TECHNICAL EDUCATION (CTE)

The changing nature of work in our society requires that students develop the appropriate work skills, habits and attitudes that may be transferred to a variety of employment situations. The purpose of the Career Technical Educational program is to provide students with relevant career education and experience in preparation for the working world, while earning credit.

The CTE Program design ensures that all students gain awareness of their own interests and talents and the opportunity to explore related careers in specific sectors and industries. In the introductory CTE program, all students learn basic employability skills that, in combination with the results of unique career surveys, direct them to possible career and post-secondary education pathways. Students may proceed beyond the introductory CTE program into a more specialized pathway program and course of study that aligns to a chosen career field. CTE pathway programs offer CA CTE Model Curriculum Standards aligned concentrator and capstone courses, which provide deeper instruction and hand-on learning opportunities. Work-based learning experiences are combined with coursework and can serve as a bridge to internships and employment after graduation.

## WORK PERMITS

The Charter School recognizes that part-time jobs can give students needed supplementary income, valuable work





experience, and enhanced self-esteem. The purpose of the Work Permit program is to provide students the opportunity to earn while they learn and to gain real-world employment education.

The information that a student needs to get a work permit can be attained at the school through their teacher. There are forms and instructions that require the attention of both the parent and the student. Please note: To qualify for and retain a work permit, students must consistently attend school regularly, earn acceptable grades, demonstrate satisfactory citizenship plus complete and return all school assignments on-time.

## ATTENDANCE AND CREDIT

Students must attend school on their scheduled days and times. Students who wish to reschedule their appointments, must contact their teacher. The student's attendance is based on turning in homework assignments; failure to do so will be considered an absence, thus, subject to local truancy laws. Each completed homework assignment with an accompanying passed test counts as 1 high school credit. A failed test score may result in reassignment of homework and retesting.

Students are expected to attend school at their scheduled days and times, and to come in at least 1-2 additional times during each week for additional assistance, studying or tutoring. Please remember the student's assigned teacher may not always be available at these additional

attendance sessions to offer the one-on-one assistance that the student's weekly appointment provides. Students must wear their school issued ID at all times when on campus. A student will be considered truant if he or she is not regularly attending school. Attendance at naturalization ceremony can be an excused absence.

Per the student's master agreement, if the student misses three (3) assignments within 20 school days, an evaluation will be made to determine whether personalized learning/independent study is an appropriate strategy for the student. For a student with exceptional needs who has an individualized education program, an IEP meeting will be held to make any necessary change of placement.

Students will earn one (1) credit per passed test or performance task and completed homework assignment. Students are expected to thoroughly complete their homework assignments prior to being administered the corresponding test. Homework assignments will be considered incomplete if left blank or partially completed. Students are expected to complete two (2) credits per week. In order for a student to receive credit, a passing grade of "D" or better is required. A failed test score may result in reassignment of homework and retesting. Upon submission of a homework assignment, the student must pass the test within a twenty (20) school-day period. If the test is not taken within the allotted time, the student will be required to "redo" the homework assignment, before retaking the test.





## CONCURRENT AND DUAL ENROLLMENT

Students in good standing, who are interested in concurrent enrollment in college classes, must receive administrative approval. Approved courses taken at the college level are eligible for full college credits and can be transferable for high school credit. A typical three (3)-unit college course will count as ten (10) credits of high school study.

Each community college has a concurrent enrollment form for high school students. Prior to enrolling in the college course, student must meet with a School Counselor to review forms and discuss concurrent enrollment. Counselor will submit forms to administrator for approval. Dual enrollment courses that are offered under Education Code Section 76004 partnerships are required to have a College and Career Access Pathway (CCAP) Partnership Agreement.

## STATE REQUIRED TESTING

The Charter School follows the rules and procedures for all State required testing (i.e., Physical Fitness Test (“PFT”), Smarter Balanced Assessment (“SBA”), English Language Proficiency Assessment for California (“ELPAC”), and the California Science Test (“CAST”).

**All students will participate in applicable tests such as PFT, ELPAC, SBA\*\*, and CAST\*\*.**

*\*\* A parent or guardian may annually submit to the Charter School a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code Section 60640 for the school year. If a parent or guardian*

*submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil’s records.*

| STATE REQUIRED TEST  | REQUIRED GRADES | TESTING MONTH(S) |
|----------------------|-----------------|------------------|
| ELPAC                | K-12            | July-May*        |
| PFT                  | 5, 7, 9         | February-March*  |
| SBA/CAA (ELA & MATH) | 3-8 and 11      | April-May*       |
| CAST/CAA (SCIENCE)   | 5, 8, 12        | April-May*       |

*\*Testing months are subject to change on a yearly basis. Please check with student’s teacher for current testing dates.*

The Charter School will follow state and federal guidelines for accommodations, modifications, and designated supports of all tests deemed necessary for students with exceptional needs as determined by the IEP team.

## OTHER ASSESSMENTS

The Charter School instructors are required to assess their students often. Every time a student finishes a credit (as often as every week) a student will be asked to take a test to demonstrate their ability to move forward academically. The instructor will ask the student, upon completion of a semester

course in English Language Arts/Reading or Math, to take diagnostic assessments in order to gauge the learning that has taken place before and after the course.

## ACADEMIC ASSISTANCE

Personal, one-on-one assistance (tutoring) is offered to encourage and build academic excellence. All students functioning two grade levels below their respective grade will be recommended to participate in our tutoring program.

## TEXTBOOKS AND SUPPLEMENTAL MATERIALS

The Charter School will provide textbooks and supplemental materials for the student's use. If these materials are lost or abused, the student may be charged a replacement cost in accordance with state law (Education Code section 49014). Transcripts from other schools have been known to be delayed due to the lack of book recovery, per Educational Code Section 48904(b).

## SEXUAL HEALTH AND HIV PREVENTION EDUCATION

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

This instruction will be provided by Charter School staff. All instructional materials are available for review in the main office or by contacting the Principal. You may also request a copy of the California Healthy Youth Act (California Education Code sections 51930–51939).

State law allows you to remove your child from this instruction. You may excuse your child from part or all of the sexual health instruction by providing a written note in your preferred language to your child's Principal through email or by dropping

off the note in the front office. The note should simply state that you are excusing your child from all or part of the instruction. Within the note, please print your child's first and last name, your first and last name, and your child's grade level. There is no need for any explanation or reason for excusal to be stated. Additionally, an alternative curriculum option will be provided to your child. If you have any questions, please contact your student's teacher or Principal.

## SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES

The Charter School shall comply with all the applicable State and Federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities in Education Act.

Pursuant to Education Code Section 51845, no individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless his or her individualized education program (IEP) specifically provides for that participation. Students entering the Charter School with an IEP will be enrolled with an interim placement until an IEP meeting is held to determine an appropriate placement.

### Students with Exceptional Needs/IEPs

A student with exceptional needs who has an IEP and transfers into the Charter School from a district not operating programs under the same special education local plan will receive free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed 30 days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operating programs under the same special education local plan area of the district in which he or she was last enrolled in a special education program within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP that is consistent with federal and state law.

### Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parents of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal or designee. A copy of the Charter School's Section 504 policies and procedures is available upon request.



## WITHDRAWAL PROCEDURES

Any student desiring to transfer to another school will need to return all textbooks and materials, complete a withdrawal form and complete a transcript request form. Students under 18 years of age will need a parent to accompany them during the withdrawal process.

## PUPIL RECORDS, INCLUDING CHALLENGES, DIRECTORY INFORMATION AND INFORMATION SHARING

**Annual Notification.** The following shall serve as the Charter School's annual notice to parents/guardians and students of the Charter School's general information policies regarding Pupil Records, Including Challenges, Directory Information and Information Sharing.

**FERPA Information.** The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the Charter School receives a request for access.

Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the school Principal, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent as described below.

The Charter School's request for written or parental or guardian consent for release of student information

must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. The Charter School shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, the Charter School shall not release the information.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

The Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Charter School personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated Charter School official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

FERPA does permit the Charter School's disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student in the following instances:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom Charter School has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)- (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
6. To organizations conducting studies for, or on behalf of, the Charter School, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).\*
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
11. Information that the Charter School has designated as "directory information" under §99.37 (§99.31(a)(11)), as more fully described below.
  - \* Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, the Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Directory Information.** The following shall serve as the Charter School's annual notice to parents/guardians and "eligible students" in attendance of the Charter School's directory information policies.

FERPA requires that the Charter School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. The Charter School shall require written parental or guardian consent for the release of student information unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the Charter School receives consent as required under state law).

The Charter School may disclose appropriately designated "directory information" without written consent, unless you have advised the Charter School to the contrary in accordance with school procedures. The primary purpose of directory information is to allow the Charter School to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to:

  - A playbill, showing your student's role in a drama production;
  - The annual yearbook;
  - Honor roll or other recognition lists;
  - Graduation programs; and
  - Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings, publish yearbooks or are identified by the Charter School as entities that have a legitimate need to know and/or organizations

## The Charter School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's e-mail address
- Parent/guardian's e-mail address
- Photograph
- Date of birth
- Major field of study
- Dates of attendance
- Grade level
- Participating in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, a password, etc. (However, a student's SSN, in whole or in part, cannot be used for this purpose.)

If you **do not** want the Charter School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Charter School in writing within ten (10) days of your enrollment date.

who request directory information in the furtherance of the Charter School's valid interests. The Charter School has determined that it will release directory information to requestors that engage in information dissemination related to California charter school issues. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the Charter School that they do not want their student's information disclosed without their prior written consent. (Section 9528 of the Elementary and Secondary Education Act)

## FOSTER YOUTH EDUCATION RIGHTS

Developed by the California Foster Youth Education Task Force, the following summarizes the California Education Code sections pertaining to foster youth.

### 1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your "school of origin" can be:
  1. The school you attended when you first entered foster care,
  2. The school you most recently attended, or
  3. Any school you attended in the last 15 months that you feel connected to.
- Your school must work with you, your education rights holder, your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved..

### 2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or IEP) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout or sign-up deadline.



### 3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept the partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

### 4. GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school's requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

### 5. COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

### 6. SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.

- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

### 7. RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade.
- Your social worker/probation officer and education rights holder can access your school records as well.

#### Non-Education Rights of Foster Youth

As a foster youth, you also have other rights that are not related to school, such as the right to see a doctor or to have private storage space. For more information, please see the Foster Youth Bill of Rights.

#### Foster Youth Education Rights Holders

Every foster youth under age 18 must have an education rights holder, who is required to make education decisions in the youth's best interest. Foster youth who are 18 or older have the right to make their own education decisions. Your education rights holder may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your education rights holder cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your education rights holder is. If you need information about who your education rights holder is, you can contact your social worker or attorney.

If you believe your education rights have been violated, you can file a complaint using the Uniform Complaint Procedures (UCP) contained herein. The school has 60 days to investigate and give you a written response.

For more information about your education rights, please see the [Foster Youth Education Toolkit](#) or the [California Youth Education Task Force](#). You also can contact your school's Foster Youth Educational Liaison or your county's Foster Youth Services Coordinating Program (FYSC) from the CDE [Foster Youth Services page](#).



## RIGHTS OF PREGNANT AND PARENTING STUDENTS

As required by state law (AB 2289; Education Code sections 222.5, 46015), the Charter School hereby provides notice of the following accommodations as rights of pregnant and parenting pupils, as established by the California Legislature:

1. A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. It is the intent of the Legislature that the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right. Failure to notify the school shall not abridge the rights established by this paragraph or any other right established by this subdivision.
2. A pregnant or parenting pupil who does not wish to take all or part of the parental leave to which they are entitled pursuant to paragraph (1) shall not be required to do so.
3. A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave pursuant to paragraph (1) if deemed medically necessary by the pupil's physician.
4. When a pupil takes parental leave pursuant to paragraph (1), the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.
5. During parental leave taken pursuant to paragraph (1), a local educational agency shall not require a pregnant or parenting pupil to complete academic work or other school requirements.
6. A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave pursuant to paragraph (1).
7. Upon return to school after taking parental leave pursuant to paragraph (1), a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.
8. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements,

unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

9. A pupil who chooses not to return to the school in which he or she was enrolled before taking parental leave pursuant to paragraph (1) is entitled to alternative education options offered by the local educational agency.
10. In accordance with subdivision (d) of Section 221.51, a pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
11. A pupil shall not incur an academic penalty as a result of his or her use of the accommodations specified in this subdivision.

## OTHER SCHOOL POLICIES AND PROCEDURES

The Charter School has the right and responsibility to control access and activity to ensure the safety, physical and mental well-being of those on its campus. Please remember that you, as a student, have enrolled subject to these conditions. Students will be issued an ID card at the time of enrollment. Students shall wear their ID cards at all times when on campus. Students that come to school without their school issued ID will be issued a temporary ID for the day. Students that continually do not bring their ID may be subject to disciplinary action. Students that have lost their school issued ID will be issued a replacement ID one time at no cost.

### School Environment:

- The Charter School is an alcohol, tobacco, vape/e-cigarette, drug and weapon free environment. The student understands that his/her teachers cannot administer nor provide non-prescription or prescription medications. Loitering is not permitted in or near the school area.
- Students are allowed to take a nutrition break, if needed and approved by the student's teacher.
- Students are asked not to play car audio systems loudly while parked near the school.

### Classroom area:

- Parents, guardians, family or friends are not permitted in the classroom area. The reception area is available for anyone waiting for a student to complete his/her classroom appointments.

- Students must understand that when they enter the Charter School classroom, they are to complete their work and leave the classroom. Re-entry into the classroom area will require permission by the reception staff. Students must wear their IDs at all times while on campus. Cell phones must be on vibrate or off. Phone calls need to be made in the reception area to avoid distraction or disruption of other students.

### Student behavior:

- The student's behavior must be appropriate or the student will be asked to leave or possibly be dropped, depending on the nature of the problem. In the event of any direct threat, violent act, possession of any weapon, narcotics, illegal substance or any other act considered illegal by the State of California, the student will be suspended, and/or expelled from the Charter School and legal charges may be filed against the student. In the case of a student with exceptional needs who has an individualized educational program, an IEP team meeting would take place to determine if a change of placement is necessary for the student.

### Dress code:

- Dress that is considered gang related, vulgar or that mocks others based on race, gender, religion, color, national origin, or any other protected class prohibited.

### Lobby Telephone Access:

- Students needing to make transportation arrangements, or with emergencies, may use the telephone provided in the reception area. This phone is not for students to use for personal calls.

### Safety:

- Students may participate in all safety drills and will familiarize themselves with the emergency escape plan posted at the school.
- You may request to review the complete updated management plan for asbestos containing material in school buildings. (40 CFR 763.93).

### Parental Involvement:

- Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code section 47605(n)).

Students will understand that the Charter School Personalized Learning/Independent Study Program is an optional educational alternative, and that no pupil is required to participate in this program.



## SUSPENSION AND EXPULSION POLICY AND PROCEDURE

### Trauma-Sensitive and Restorative Practices Policy

The Charter School is dedicated to being a student-centered organization and accordingly recognizes a standardized, effective behavior management system is key to ensuring students feel supported and have the opportunity to be successful in school. The school has embraced a trauma-sensitive approach when considering student behavioral issues by examining what happened in a particular incident rather than faulting the student's character. To support this perspective, the Charter School practices setting clear parameters around expectations for both students and educators thereby limiting or reducing unwanted behaviors while also using restorative practices to maintain the relationships of respect when an incident does occur. Recognizing that a high percentage of our school's students have experienced adverse childhood experiences, these systems help us create a safe learning environment in which students feel valued, respected, and are able to work at their own pace to get back on track in their academic and personal lives.

### Suspension and Expulsion Policy

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes

of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. For new students, this requirement can be fulfilled by providing parents and students with the approved Parent Student Handbook for Charter School at the time of enrollment. For continuing students, they will be provided with a copy of the Charter School's rules related to discipline, suspension and expulsion at the beginning of the school year.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The Charter School will adhere to state laws prohibiting the use of seclusion and behavioral restraint techniques, except as allowed by law, in accordance with Education Code sections 49005, and 49005.1-49005.8.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled,

dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

## A. Grounds for Suspension and Expulsion of Students

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

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.



- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or

- her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent, Principal or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent, Principal or Designee.

The conference may be omitted if the Superintendent, Principal or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the

specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent, Principal or Designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In



such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent, Principal or Designee upon either of the following:

1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### 4. Homework

Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

If a homework assignment that is requested pursuant to the above, and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

### D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J) (ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent, Principal or Designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will

make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her

scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public

at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. However, if the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

## K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

## L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## N. Readmission Procedures

The following procedures shall be followed when a student enrolls or attempts to enroll at the Charter School, and the student is under a current expulsion order, has completed a term of expulsion with another school/school district, or has completed a term of expulsion from the Charter School.

Consistent with the procedures below, the Principal will review the expulsion documents, meet with the student and parent or guardian, and make recommendation to the Area Superintendent regarding whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil poses a danger to Charter School safety. The Principal or designee shall make a recommendation to the Area Superintendent for admission/readmission as follows:

### Obtaining Expulsion Records

If the student was expelled from the Charter School, it will have the expulsion order on file. If the student has been expelled from another charter school or school district, records cannot be requested until the student has been enrolled. Per Education Code section 47605(e)(4)(B), a "charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment."

If the parent or student voluntarily provides (without request) the expulsion paperwork, the Principal should begin the readmission procedures.

If the parent or student does not voluntarily provide the documentation, but otherwise notifies the Charter School of an expulsion, then the Principal should explain that after the student is enrolled and the Charter School obtains the records, the Principal will meet again with the family to review the expulsion paperwork to discuss whether the Principal recommends the student remains enrolled. Attendance will not begin unless the readmission process has been completed.

In some cases, the Principal may become aware of an expulsion after a student begins attending because the parent/student did not disclose the expulsion and the records from the previous school are not timely provided. In such cases, the Principal will contact the Area Superintendent to discuss whether it is appropriate or possible to deny enrollment and, if so, follow the readmission procedure. The Charter School will follow involuntary removal procedures.

Within five (5) school days of receiving a copy of the of current or recently completed term of expulsion, the Principal will follow the procedures below.



## **Current Expulsion Order from Another School or School District**

If the student is under a current expulsion order (term of expulsion has not expired), the Principal shall recommend to the Area Superintendent to deny enrollment if:

- a. the offense for which the student was expelled falls within one of the mandatory offense categories under Education Code 48915(a) or (c). A student expelled for one of these offenses should seek enrollment in a county community school, juvenile court school, or community day school.
- b. the offense for which the student was expelled does not fall under Education Code 48915(a) or (c), but the student poses a potential danger to either the other students or employees of the Charter School.

If the answer to both (a) and (b) is no, the Principal shall recommend to the Area Superintendent to grant enrollment. Nothing in this provision prevents the Principal from developing a behavior plan or agreement for an enrolled student.

## **Recently Completed Term of Expulsion from Charter School or another School or School District**

If the expulsion from the Charter School or another school/school district has ended within the current semester and the student is attempting to enroll (re-enroll), the Principal shall recommend to the Area Superintendent to deny enrollment if:

- a. the student failed to satisfy the terms of the rehabilitation plan; and/or
- b. the student poses a potential danger to either the other students or employees of the Charter School.

If the student poses a potential danger to either the other students or employees of the Charter School, the Principal shall recommend denying enrollment.

If the student failed to complete the terms of the rehabilitation plan but does not pose a danger to either the other students or employees of the Charter School, the Principal may recommend either granting or denying enrollment.

If the student has satisfied the conditions of rehabilitation plan and does not pose a danger to Charter School safety, the Principal shall recommend admission/readmission.

## **Area Superintendent Review**

The Area Superintendent or a designee if the Area Superintendent is not available, shall consider the Principal's recommendation and make a decision regarding enrollment within five (5) school days of receiving the recommendation. The Area Superintendent may but is not required to meet with the student and parents or guardian to make the final determination.

If the Area Superintendent grants enrollment, the student

shall immediately be considered enrolled and may begin attending. The Principal may but is not required to develop a behavior plan for the student.

If the Area Superintendent denies enrollment, the student may not enroll at the Charter School. The Area Superintendent's decision is final. The student must seek enrollment at another school or a school within their school district of residence.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **2. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### 4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a

disability who violates a code of student conduct.

The Superintendent, Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### 5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

### 6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This Policy shall be translated in the student's primary language if at least 15 percent of the students enrolled in the Charter School speak a single primary language other than English.

As used in this Policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and

thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinators ("Coordinator"):

## Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinators ("Coordinator"):

| TITLE IX CONTACT   |
|--|
| <p>Lindsay Reese, Area Superintendent<br/> <b>Email:</b> <a href="mailto:UCPofficer@dhcentralcharter.org">UCPofficer@dhcentralcharter.org</a><br/> <b>Phone:</b> (619) 286-0312<br/> <b>Address:</b> 4348 54th St.<br/>                     San Diego, CA 92115-5300</p>   |
| TITLE II CONTACT   |
| <p>Lindsay Reese, Area Superintendent<br/> <b>Email:</b> <a href="mailto:UCPofficer@dhcentralcharter.org">UCPofficer@dhcentralcharter.org</a><br/> <b>Phone:</b> (619) 286-0312<br/> <b>Address:</b> 4348 54th St.<br/>                     San Diego, CA 92115-5300</p>   |
| TITLE V CONTACT  |
| <p>Lindsay Reese, Area Superintendent<br/> <b>Email:</b> <a href="mailto:UCPofficer@dhcentralcharter.org">UCPofficer@dhcentralcharter.org</a><br/> <b>Phone:</b> (619) 286-0312<br/> <b>Address:</b> 4348 54th St.<br/>                     San Diego, CA 92115-5300</p>   |
| 504 COORDINATOR CONTACT  |
| <p>Bobby Laird, 504 Coordinator<br/> <b>Email:</b> <a href="mailto:504coordinator@dhcentralcharter.org">504coordinator@dhcentralcharter.org</a><br/> <b>Phone:</b> (619) 286-0312<br/> <b>Address:</b> 4348 54th St.<br/>                     San Diego, CA 92115-5300</p> |



## Definitions

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

### Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
  - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### Prohibited Bullying

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm

to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil

who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Bullying and Cyberbullying Prevention Procedures**

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs Charter School employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## 2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## 3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with pupils.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School's students.

## Grievance Procedures

### 1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator listed herein.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes confidentiality safeguards for immigration status information and keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not



limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instructions concerning sexual harassment as required by law.

## 2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the Coordinator or administrative designee will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

## 3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

## 4. Uniform Complaint Procedures

When harassment, discrimination, intimidation, or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

## 5. Right of Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, the reporting individual may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this

purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

## TRAINING

The Charter School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

The Charter School shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall, at minimum, provide Charter School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

## UNIFORM COMPLAINT PROCEDURES (UCP)

The Charter School ("School") has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, including, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, and bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, mental or physical disability, medical condition, nationality, national origin, race or ethnicity, immigration status, religion, marital status, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any School program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints, alleging failure to comply with state and/or federal laws in:

- Career Technical Education and Training Programs
- Child Nutrition Programs
- Consolidated Categorical Aid
- Educational rights and coursework and graduation requirements for foster youth, homeless youth, former juvenile court students, military family students, migratory students, and newly arrived immigrant students
- Lactating Pupils
- Local Control Funding Formula/Local Control and Accountability Plan
- Migrant Education
- No Child Left Behind/Every Student Succeeds Act
- Pregnant and Parenting Students
- Pupil Fees
- Regional Occupational Programs
- Special Education Programs
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the School's Compliance Officer as listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints must be filed in writing with the following Compliance Officer:

Lindsay Reese, Area Superintendent  
4348 54th St.  
San Diego, CA 92115-5300  
(619) 286-0312  
[UCPOfficer@dhcentralcharter.org](mailto:UCPOfficer@dhcentralcharter.org)

Any individual with a disability or who is unable to prepare a written complaint can receive assistance by contacting the Compliance Officer at the phone number listed above.

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Compliance Officer or designee in writing.

Our School assures confidentiality to the fullest extent reasonably possible. Complaints will be investigated, and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The

Compliance Officer shall conduct and complete the investigation pursuant to California regulations and in The complainant has a right to appeal the School's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the School's Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision. Except for complaints related to child nutrition programs, if applicable, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of School's UCP policy and complaint procedures shall be available free of charge on the School's website at: <http://dhcentralcharter.org/> For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures or complaint form, please contact the Compliance Officer listed above.

## GENERAL COMPLAINTS

The Charter School has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's

Harassment, Intimidation, Discrimination, & Bullying Policy and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Governing Board Chair (only if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal (or designee) shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal (or designee) shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts. This investigation will be completed within fifteen (15) calendar/business days.
2. In the event that the Principal (or designee) finds that a complaint is valid, the Principal (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of Charter School, the Principal (or designee) may take disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. All efforts will be made to complete the investigation in a timely manner and could take up to sixty (60) days.
4. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the
5. Area Superintendent in writing, and then to the Board of Directors of the Charter School. The complainant can appeal this decision within ten (10) calendar/business days of receiving the written finding. The decision of the Board of Directors shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board of Directors (if a complaint is about the Principal) or the Principal or designee

will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Contact your school principal for a copy of the general complaint procedures and form.

## **INTERNET SAFETY AND CODE OF CONDUCT POLICY**

### **Introduction and Policy**

Access to the Internet has been provided to students for their educational benefit. The Internet allows students to connect to information resources around the world. Every student has a responsibility to use the Internet in an appropriate and productive manner. To the extent practical, steps shall be taken to promote the safety and security of users of the Charter School's online computer network when using electronic mail, chat rooms, instant

messaging, and other forms of direct electronic communication. It is the policy of the Charter School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent authorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal indemnification information of minors; and (d) comply with all applicable state and federal laws. To ensure that all students are responsible and productive Internet users, the following guidelines have been established for using the Internet at school or on Charter School technology that apply but are not limited to school computers.

### **Acceptable Uses of the Internet**

Students are responsible for using the Internet in an effective, ethical and lawful manner and for educational purposes only. Appropriate databases may be accessed for educational information as needed.

### **Unacceptable Uses of the Internet**

The Internet should not be used for personal gain or advancement of individual views. Use of the Internet for personal and inappropriate purposes including, but not limited to, visiting pornographic websites, social media websites, chat sites, downloading music, etc. is strictly prohibited and will result in school disciplinary action and/or legal action. Unacceptable uses also include unauthorized access, including so-called "hacking," and other unlawful activities; and unauthorized disclosure, use and dissemination of personal identification information regarding minors. It is prohibited for students to use the Charter School's Internet services for any non-educational purposes.





### **Access to Inappropriate Materials**

To the extent practical, technology protection measures (“Internet Filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any materials deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### **Software**

To prevent computer viruses from being transmitted through the system there will be no unauthorized downloading of any software. All software downloads will be done through the Charter School’s Technology Team.

### **Copyright Issues**

Copyrighted materials belonging to entities other than the Charter School may not be downloaded, and students are not permitted to copy, transfer, rename, add or delete information or programs belonging to others unless given expressed written permission to do so by the owner of the materials or programs. Failure to observe copyright or license agreements may result in disciplinary action from the Charter School or legal action by the copyright owner.

### **Security**

The Charter School reserves the right to access and monitor all messages and files on the computer system. Internet messages are public communication and are not private. All files and communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

### **Bullying and Harassment**

Bullying, harassment or intimidation of any kind is prohibited. In addition, no messages or any messages with

intimidating, derogatory or inflammatory remarks about an individual or group’s race, religion or religious affiliation, national origin, immigration status, physical attributes, or sexual preference may be transmitted. See the “Title IX, Harassment, Intimidation, Discrimination, and Bullying” policy section herein for further details.

### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the Charter School’s staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy and law.

The Charter School will provide age-appropriate training for students who use the school’s Internet facilities. The training provided will be designed to promote the School’s commitment to:

- A. The standards and acceptable use of Internet services as set forth in the school’s Internet Safety and Code of Conduct Policy
- B. Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites and in chat rooms; and cyberbullying awareness and response;
- C. Compliance with the E-rate requirements of the Children’s Internet Protection Act.

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the School’s acceptable use policies.

### **Violations**

Violations of any guidelines listed above may result in disciplinary action up to and including permanent expulsion from the Charter School. If necessary, the Charter School will advise appropriate legal officials of any illegal violations.

## GOOGLE APPS FOR EDUCATION

The Charter School utilizes **Google Apps for Education** for classroom collaboration among students, teachers and staff. This section describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

**Tools.** The following suite of productivity tools are available to each student and hosted by Google as part of the Charter School's online presence in **Google Apps for Education**:

**Email:** an individual email account for school use managed by the Charter School

**Calendar** – an individual calendar for providing the ability to organize schedules, daily activities and assignments

**Documents** – a work process, spreadsheet, drawing and presentation toolset that is similar to Microsoft Office

**Sites** – an individual and collaborative website creation tool

Using these tools, students can work together to create, edit and share files in real-time and access websites for the Charter School related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any computer with Internet access, and there are never any ads. Additionally, all data created by the students and stored in the cloud remain the property of each student. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experience, working in small groups on presentations to share with others.

**Guidelines.** Guidelines for the responsible use by students of Google Apps for Education include the following:

**Official Email Address.** All students will be assigned a username@[name].org email account. This account will be considered the student's official Charter School email address until such time as the student is no longer enrolled with the Charter School.

**Prohibited Conduct.** Refer to the separate "Internet Safety and Code of Conduct Policy" topic in this Parent- Student Handbook.

**Access Restrictions.** Access to and use of student email is considered a privilege accorded at the discretion of the Charter School. The Charter School maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or the Charter School policies have occurred. In such cases, the alleged violation will be referred to the site administrator for further investigation and resolution.

**Security.** The Charter School cannot and does not guarantee the security of electronic files located on the Google systems. Although Google does have an excellent security and a dynamic content filter in place for email, the Charter School cannot assure that users will not be exposed to security

breaches and/or unsolicited information.

**Privacy.** The general right of privacy will be extended to the furthest degree possible in the electronic environment. Charter School and all electronic users should treat electronically stored information in individuals' non-public files as private. However, users of student email are strictly prohibited from accessing files and information other than their own, except as may be intentionally created for online file sharing among students and teachers. The Charter School reserves the right to access the username@[name].org Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

## ELECTRONIC COMMUNICATIONS POLICY

All Charter School employees, independent contractors, advisors and volunteers (collectively "Personnel") have a responsibility to maintain only appropriate communications with students at all times. With the advances in communication technology, Charter School recognizes that more opportunities exist for school and non-school related communications between Personnel and students. As the opportunities increase for such communications, Personnel and students have an increased responsibility to ensure that all forms of communication between Personnel and students are appropriate and comply within applicable law and requirements to protect against inappropriate and unsolicited electronic and text messages.

The Charter School realizes that there are many convenient and efficient means of communication available to Personnel who need to contact students. For example, Personnel can contact students via telephone, school e- mail accounts, a school-wide notification system, texting messaging and/or other forms of electronic and social media.

Personnel and students should be respectful and courteous to other individuals. Each individual should consider the appropriateness of any content before sending the message to another. The sender will be solely responsible for what he/she communicates. Inappropriate content that may include discriminatory remarks, harassment, threats of violence, lewd, sexually explicit or similar inappropriate or unlawful conduct will not be tolerated and may subject the sender to disciplinary action up to and including termination or expulsion.

When sending electronic communications, including but not limited to SMS/MMS text messages and other forms of social media (e.g., Twitter, Facebook, Instagram, Snapchat, etc.), permission should be obtained from each recipient to whom such communications are sent. This is referred to as an "opt-in process."

Changes to the permission forms previously submitted to the Charter School via the enrollment package may be made by completing a new permission form and submitting it to the Charter School. The permission form does NOT grant permission for students to send or receive social messages from fellow students, friends or family during the school day.

The Charter School is not responsible for and does not pay for charges that may be incurred by students/parents/guardians for sending or receiving text or other electronic messages. Parents and students should check with their wireless carrier for any applicable text messaging and/or data usage charges.

## CHILD ABUSE REPORTING

Employees are mandated reporters, as defined by law and administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

## SUICIDE PREVENTION

Protecting the health and well-being of all students is of utmost importance to the school. The school has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, the student will be assessed by a school employed mental health professional who will work with the student and help connect him or her to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline (800) 273-8255 (TALK) [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline (866) 488-07386 [www.thetrevorproject.org](http://www.thetrevorproject.org)

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crises.
7. For more details, please see the full *School Policy on Suicide Prevention*.

## STUDENT MENTAL HEALTH SERVICES

Per Education Code Section 48980 (AB 2022), we are required to notify you in writing on the ways to access mental health services and the resources that are available to you on campus and/or in the community. The mental health of you/your student is very important to us and as always, we are ready to work with you to assist in addressing the social-emotional needs or concerns of your student. Below are local resources

# Student Mental Health Resources

## School Email:

[counselors@learn4life.org](mailto:counselors@learn4life.org)

## County Resources – AVAILABLE 24/7

- **211 Community Resources** (Shelter, Food, Counseling, etc.): Dial “211”
- **San Diego Department of Mental Health:** (619) 421-6900
- **Riverside County Mental Health:** (951) 358-6858

## Hotlines – Text – And Online Chat Resources

- **Teen Line Hotline:** (800) 852-8336; or Text “TEEN” to 839-863 between 6-9 pm
- **California Youth Crisis Line:** (800) 843-5200
- **National Suicide Prevention Lifeline:** (800) 273-TALK (8255); or (888) 628-9454 (24/7 Bilingual)
- **Trevor Project:** (866) 488-7386 (24/7)
- **Trevor Text:** Text “Trevor” to 1-202-304-1200 (3pm-10pm)
- **Trevor Chat:** [www.trevorproject.org](http://www.trevorproject.org) (3-10 pm)
- **Human Trafficking Hotline:** (800) 656-4673 (24/7); or Text “HELP” or “INFO” to 233-733 (24/7)
- **Sexual Assault Hotline:** (800) 656-4673 (24/7)

## Other Resources

- Most private health care plans (e.g.: Kaiser, Blue Cross, Health Net, etc.) and Medi-Cal offer mental health care and/or cover mental health services as covered benefits.
- Any other mental health resource in your area.

Please let your student’s Principal, teacher, or any adult staff know if we can be of further assistance to you or your student.





that may be available to you and your student should the need arise. Please keep us informed as appropriate so that we can assist you in caring for and providing services to your student.

## ATHLETICS

If you are interested in participating in athletics, the athletics program provides equal access to males and females for sports.

### Sudden Cardiac Arrest Prevention

The Charter School is invested in the health of its athletes, especially their heart health. Sudden Cardiac Arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. On a yearly basis, a SCA acknowledgement form must be signed and returned by the athlete and the athlete's parent or guardian before participating in an athletic activity. If you decide to participate in an athletic activity, your Principal or coach will provide you with the SCA information sheet, which is also available online here: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>.

### Concussions and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. **On a yearly basis,** a concussion and head injury information sheet must

be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. If you decide to participate in an athletic activity, your Principal or coach will provide you with the information sheet, which is also available online here: [https://www.cdc.gov/headsup/pdfs/youthsports/parent\\_athlete\\_info\\_sheet-a.pdf](https://www.cdc.gov/headsup/pdfs/youthsports/parent_athlete_info_sheet-a.pdf).

### Opioid Factsheet

Prescription opioids can be an important part of a pain treatment plan, but also carry serious risks of addiction and overdose, especially with prolonged use. On a yearly basis, an Opioid Factsheet for Patients must be signed and returned by the athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian before the athlete initiates practice or competition. If you decide to participate in an athletic activity, your Principal or coach will provide you the Opioid Factsheet for Patients, which is also available online here: <https://www.cdc.gov/drugoverdose/pdf/aha-patient-opioid-factsheet-a.pdf>.

## SCHOOL VOLUNTEER AND VISITATION POLICY

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff. Additionally, school volunteers can be extremely helpful to our teachers and valuable to our students. We thank all parents and community members for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, to facilitate volunteering and visitations during regular school days:

### **Volunteering**

Parents, guardians or community members who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Prior to volunteering, all volunteers are required to review the Volunteer Handbook and submit a signed Volunteer Program Handbook Acknowledgment Form agreeing to abide by the provisions of the Handbook at all times during volunteer service.
2. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted, and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
3. A volunteer who will have frequent or prolonged contact with students shall have on file with the Charter School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required.
4. Volunteering must be arranged with the Charter School Principal or designee at least forty-eight (48) hours in advance.
5. Volunteer hours may be limited to a monthly maximum number of hours at the discretion of the Principal or designee.
6. Prior to volunteering, the volunteer should communicate with the Principal and/or teacher to discuss the expectations for volunteering needs. Parent/guardian volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Volunteers must follow the instructions provided by the Charter School staff. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
7. Information gained by volunteers regarding students (e.g., academic performance or behavior) is to be maintained in strict confidentiality.
8. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

9. This Policy does not authorize the Charter School to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

### **Visitation**

1. Visits during school hours should first be arranged with the Principal or designee and teacher, if applicable, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit the school during school hours must first obtain the approval of the teacher and the Principal or designee.

Unless specifically authorized, parents, guardians, family, and friends are not permitted in the classroom area. The reception area is available for anyone waiting for a student to complete his/her classroom appointments.

2. All visitors – including immigration-enforcement officers – shall register in the Visitors Log Book and complete and wear an ID badge in the main office immediately upon entering any school building or grounds during regular school hours.

When registering, the visitor is required to provide the following information:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

For purposes of school safety and security, the Principal or designee shall wear an ID badge at all times while on school premises.

Charter School personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

3. Except for unusual circumstances, approved by the Principal, school visits should not exceed approximately sixty (60) minutes in length and may not occur more than once per month.
4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.

5. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
6. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
7. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the Charter School's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to the Charter School's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
8. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
9. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal with fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Charter School Board of Directors. The Charter School Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
11. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties for violating this Policy shall be handled in accordance with board policy and applicable state law.

## VOLUNTARY ENROLLMENT AND INVOLUNTARY REMOVAL

**Voluntary Statement.** It is understood that Personalized Learning is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through Personalized Learning only if the student is offered the alternative of classroom instruction.

**Board Policy.** After three (3) missed assignments during any period of twenty (20) days, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in Personalized Learning. No pupil shall be involuntarily removed by the Charter School for any reason, but if the Charter School determines that Personalized Learning is not in the best interest of a student, the parent or guardian of the pupil may be provided written notice of the intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The notice shall inform him or her of the right to initiate, before the effective date of the action, an involuntary removal hearing, which will follow the same procedures as a hearing for a disciplinary removal. If the pupil's

parent, guardian, or educational rights holder initiates the involuntary removal hearing procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. The involuntary removal hearing and decision shall follow the same procedures set forth in the school's discipline policy and procedures.

Your Master Agreement with the Charter School also describes your responsibility of attendance and assignment completion.

**Assignments.** According to the Charter School policy for grades authorized, the maximum length of time allowed between when the assignment was made and the date the assignment is due is twenty (20) school days, unless an exception is made in accordance with the Charter School policy. After three (3) missed assignments, as per board policy, an evaluation will be made to determine whether Personalized Learning is an appropriate strategy for this student.

**Discipline.** If, in an unfortunate circumstance, you are being suspended for over ten (10) days or recommended for expulsion from the Charter School, you are entitled to a hearing. You may choose to initiate a hearing process to dispute ten (10) days of suspension or an expulsion recommendation.

**Chronic Absenteeism.** Although the Charter School is open to the community, it is important for you to understand the Charter School's attendance policy. Your attendance at the personalized learning Charter School is based on completing assignments. Therefore, not completing assignments or not participating in mandatory standardized testing would mean



you are not attending school. In the event you choose to not regularly complete assignments, you will receive a notice of the Charter School's intent to transition you back to your school of residence.

### Attendance Intervention Supports

The Charter School wishes to work with students who are struggling with their attendance. The Charter School uses the following tiered model to support the success of non-attending students:

**Tier 1:** (General School Wide Attendance Support) Attendance is monitored and encouraged. The student and parents receive phone calls from school staff for non-attendance.

**Tier 2:** (Personalized Early Outreach) The non-attending student and parent are contacted by a caring Charter School administrator, school counselor, or a Student Retention Support provider to establish an Attendance Intervention Meeting. The meeting addresses possible barriers to assignment completion., Student and parent are provided resources and support to promote student attendance.

**Tier 3:**(Coordinated School and Interagency Response) The student is considered chronically absent at this point. The Charter School notifies the student and parent of the requirement to transition the student back to the school district of residence. The Charter School will assist in the process of transitioning the student to the school district of residence.

(Note, for special education students, Tier 3 will include scheduling and holding a special IEP meeting to discuss your child's progress in the Personalized Learning Environment prior to a recommendation to transition back to school of residence.)

Students and parents are required to sign the Parent-Student Handbook Acknowledgement Form upon enrollment, which acknowledges you have been informed about the Charter School's attendance requirements and involuntary removal process, including the Voluntary Enrollment & Involuntary Removal Policy.

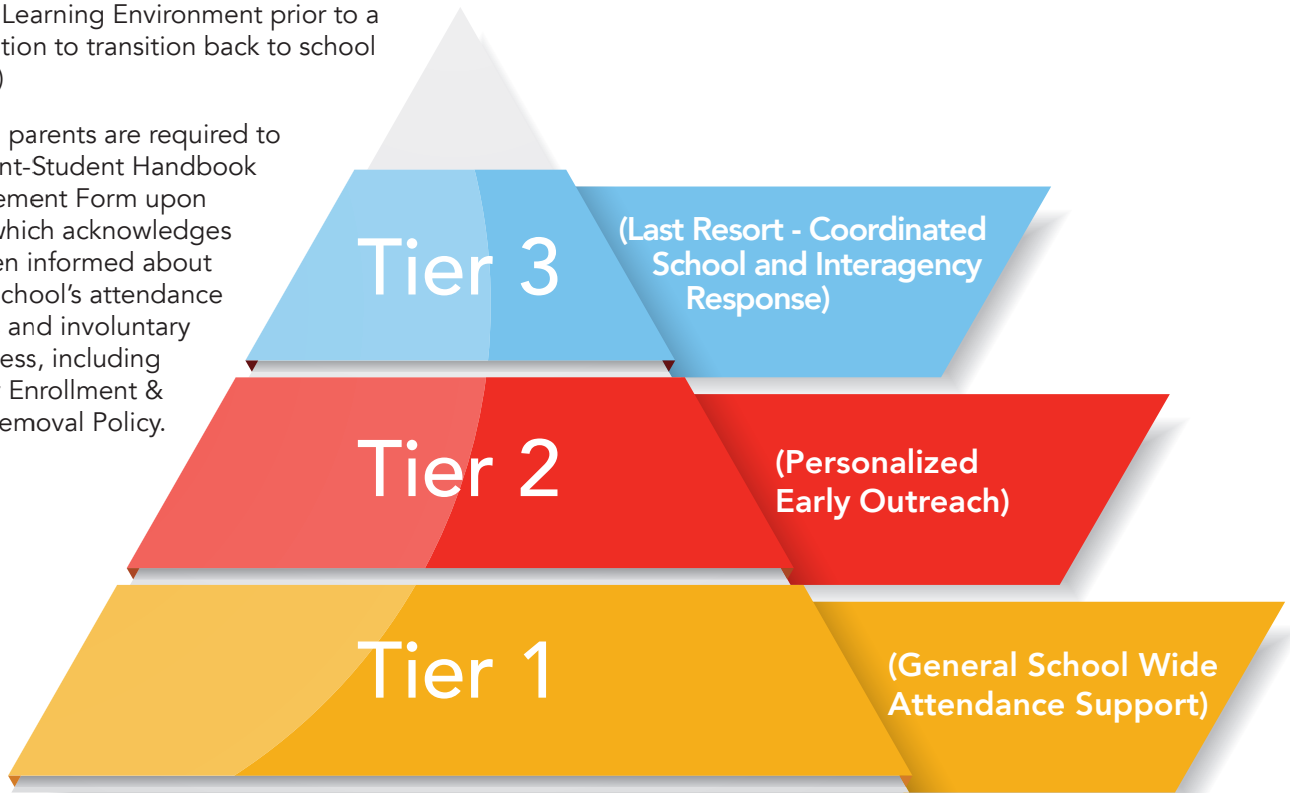
## PARENT/STUDENT PUBLICATION & USE OF STUDENT WORKS

The Charter School produces several types of publications or other forms of printed or visual media, including

video and photographs, throughout the year that show students engaged in school-related activities. For example, we have newsletters which consist of information from around the state and feature student writings and/or photographs of students. In addition, we have a website that is on the internet and provides anybody, anywhere with information regarding the Charter School and may also have pictures or other visual media of students engaged in school-related activities. The Charter School also produce publications or other forms of printed or visual media to increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, etc.

Students featured in any of these publications will only be identified by first name, if any identification is given. No other personal information (e.g. ages, addresses, phone numbers, etc.) will be used. No personal compensation can be given for pictures, works and/or other forms of printed or visual media used.

Students will be requested to sign the Charter School's Permission for Publication Form upon enrollment, and upon completion and return to the Charter School, this form grants the Charter School permission to publish student pictures, works and/or other forms of printed or visual media of your student (engaged in school-related activities) in the Charter School's publications.





## ACADEMIC INTEGRITY AND PLAGIARISM

As members of the Charter School community, all students are expected to conduct themselves with honor and academic integrity. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used.

The Charter School's Plagiarism Policy defines plagiarism as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. Sources may include, but are not limited to, information found on the Internet, books, articles, and media presentations and recordings. Requirements for citing material are as follows:

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures or photos without citing the exact source in the body of the assignment. This includes the following examples:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or

- Offering materials assembled or collected by others in the form of projects or collections.

### **Lack of Academic Integrity**

Cheating involves submitting work in an assignment or exam that is not your own. It can include the following:

- Copying someone else's work
- Allowing someone else to copy your work
- Having someone else complete your work for you
- Using unauthorized materials to help you complete your work
- Accessing social media sites on the internet to help you complete your work

If an instructor detects plagiarism or cheating, the instructor may recommend (depending on the severity) one of the following:

- Reduced grade for the assignment or exam
- No credit for the assignment or exam
- Reduced grade for the course
- Recompletion of the assignment in question
- Completion of an alternate assignment or exam

Under no circumstances will a student be permitted to cheat or plagiarize, and disciplinary measures will be taken in the event this type of student misbehavior continues.