



WASC Accredited Personalized Learning Charter Schools

Student and Parent Handbook

2016-2017

Motto

Personalizing Learning for Student Success

Mission Statement

CORE @ The Camptonville Academy, in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning, and offering classes at our centers and within the community, with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

School Information

CORE @ The Camptonville Academy - Yuba/Sutter Counties:

Lakeside Resource Center
321 16th Street
Marysville, CA 95901
(530) 742-2786
(530) 742-6067 Fax
Website: www.coretca.org
Email: lrc@coretca.org

Marysville Resource Center
922 G Street
Marysville, CA 95901
(530) 742-2531
(530) 742-3027 Fax
Website: www.coretca.org
Email: mrc@coretca.org

Camptonville Elementary School
16585 School Street
Camptonville, CA 95922
(530) 742-2786
(530) 742-6067 Fax
Website: www.coretca.org

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STUDENT ENROLLMENT

Admission

- **Community Options for Resources in Education Charter School (CORE)** is a K – 12 public school. As such, we admit any student who applies provided the student meets California State residency requirements and is at least five years old and not older than 19 years old at the time of enrollment but who may be 22 years of age if he or she has been continuously enrolled in a California school and is making reasonable progress toward graduation. Students whose fifth birthday lies between September 2 and December 2 of the school year may enroll in a transitional kindergarten program. Students who will have their fifth birthday after December 2nd may enroll in kindergarten on or after their fifth birthday. Students who do so must enroll as a kindergartener in the subsequent fall term in order to complete the requirements for a complete kindergarten academic year.
- Students enrolled are in the Personalized Learning program that follows state regulations for compliance with Independent Study.
- Teachers work in partnership with the parents and students in designing the educational pathway they feel is compatible with the goals and learning style of their son or daughter. Therefore **before enrolling in the school** it is important for parents and students to visit our website and read this handbook in order to understand the philosophy and guidelines of the school. Should enrollment in CORE @ The Camptonville Academy be desirable, parents and students are required to attend a pre-enrollment meeting with a CORE Personalized Learning Teacher (PLT) and/or administrator/designee in order to ensure student success in our school. **By choosing to enroll their child(ren) in CORE, parents accept co-responsibility for their children's education.**
- It is also important for parents to realize that in accordance with California State Assembly Bill 544, it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College and/or Regional Occupation Program.
- The Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and/or Association with individuals with one (1) or more of the above characteristics.

Enrollment Forms

To complete enrollment, students must have completed the following and have appropriate forms on file:

- Online Student Information and Demographic and Emergency Information
- Pre-enrollment meeting
- Birth certificate
- Residence verification
- California School Immunization Record
- Kindergarten Entry Health Exam (kindergarten students and any 1st graders who did not attend kindergarten)
- Master Agreement
- Acknowledgement of Responsibilities
- Cumulative File/Transcript Request
- Special Education documents (when applicable)
- High School transcripts (High School only)

PERSONALIZED LEARNING OPTIONS THROUGH CORE @ THE CAMPTONVILLE ACADEMY

The role of the Personalized Learning Teacher (PLT) who serves families participating in Independent Study is to offer support and guidance to parents who accept primary responsibility for the education of their children. The teacher of a home-based high school student, who chooses a combination of Independent Study and small group instruction classes, is responsible for accountability, documentation, guidance and oversight of the student's educational program.

Personalized Learning Teachers

- Conduct a Pre-Enrollment meeting with parent and student
- Secure approval from CORE School Administrator for enrollment
- Assist the family in completing all the enrollment forms
- Refer the family to the Parent/Student Handbook found on CORE's website (or provide a paper copy)
- Coordinate and assess the student's current academic levels
- Answer a family's questions as they arise
- Serve as a liaison between the family and the CORE Administration, Staff, Small Group Instructors and VCI's in addition to other community resources
- Provide direct instruction through classes offered at the Resource Center
- Provided direct tutoring instruction when appropriate for student progress
- Keep current with school policy and procedures and notify students and families of changes that affect them
- Attend IEP meetings of students under direct supervision
- Verify student attendance records
- Verify student learning and document in Student Assignment and Learning Record file
- Oversee Portfolio development
- Ensure that all 9th-12th grade courses contain educational content.

During meetings, Personalized Learning Teachers

- Determine together with the parent and student, during the pre-enrollment meeting, whether or not a personalized program can meet the student's academic needs.
- Explain the following available options:
 - Curriculum choices
 - Diploma options and graduation requirements
 - Portfolio management
 - Development of the Personalized Learning Plan
 - Parent training opportunities
 - Internet resources
 - Field trips
 - Educational Resource Center class options
 - Class options in the local community - Vendor Course Instruction (VCI)
- Make recommendations for and ensure appropriate resources and curricula
- Make the CORE @ The Camptonville Academy catalogues available to student and family
- Provide student and parents with attendance forms and relative information
- Provide assistance in how to record daily learning
- Note and research questions the family may have regarding the child's educational program
- Act as a liaison between other certificated staff, i.e. HS Counselor, Special Ed Coordinator and Tech Coach
- Meet with the student and parent at least twice every 30 school days to:
 - Record learning content
 - Obtain the completed Attendance Log and Records
 - Assess student progress
 - Make changes to Student Assignment and Learning Record as needed
 - Arrange for family to obtain materials and make recommendations of their use
 - Notify parents and students of school related governance meetings, events and activities

Attendance

Attendance is taken according to the California Education code for Independent Study. This model of education requires that the parent or legal guardian act as primary educator with the assistance of the credentialed teacher.

- At the meetings, the teacher will issue a Learning Log/Contemporaneous record. The Learning Log documents that the student completed at least one educational assignment from his/her Student Assignment and Learning Record each day of the school calendar year.
- Attendance can be claimed only for work completed.

It is the responsibility of the credentialed teacher to establish whether or not the amount of work a student completed, or the amount of knowledge he or she gained, substantiates the days of attendance claimed. If, in his/her professional judgment, a teacher thinks the student has not

engaged in the learning process well enough to warrant the claim of attendance, it is his/her responsibility to subtract days from the attendance, issue a Missing Assignment Report (MAR), and begin the truancy process, which may result in the student's dis-enrollment.

Please note: Incomplete work and/or missed meetings without notice may result in a Missing Assignment Report. The student may be in danger of failing and require a Student Success Team conference. The student will be monitored on a weekly basis from that point. If a subsequent week's work is not complete, a second MAR is issued. If a third MAR is issued, a letter from the administration will follow, and the student may lose his or her privilege to participate in our program and the County School Attendance and Review Board (SARB) may be notified of the truancy.

Small Group Instruction: Small group instruction may take place at a resource center or some other site.

Student Assignment and Learning Records

Personalized Learning/Independent Study:

- Students/Parents and teacher meet weekly, or at the very least twice every 30 attendance days to review and/or document the learning that has occurred in each curricular area delineated in the student's Student Assignment and Learning Record. These regular meetings provide an opportunity for the parent and student to ask questions and for the teacher to share teaching strategies and offer support and encouragement. The teacher, parent and student also use this time to choose appropriate work samples to be included in the student's portfolio for the month's/year's assessment.
- It is the responsibility of the teacher to work with parents and students (as determined by the Master Agreement) to document the learning of each student. The teacher will also document the content of that learning by defining concepts for the student's Student Assignment and Learning Records and California state standards.
- If a student is attending Small Group Instruction or Vendor Course Instruction classes, it is the responsibility of the teacher to collect the necessary information from the VCI teachers in order to complete the Student Assignment and Learning Record. Small Group Instructors and VCIs should be in close contact with the teacher to provide summaries of the content being covered in their classes. They should also alert the teacher and parent to any concerns that may arise with the student.

The main purposes of a completed Student Assignment and Learning Record are to:

- Document a student's progress towards his/her goals and objectives
- Document a student's achievement of the skills necessary to be a positively contributing citizen
- Recognize and commend the learning achievements of each student
- Assess the student's mastery of the standards
- Document a student's school attendance

CODE OF CONDUCT

Honor Code

The honor code dates back as far as 1779 and was first established at The College of William and Mary at the directive of Thomas Jefferson. An honor code is a set of rules and ideals that express the school's principles and standards. Focused mainly, but not solely, on academic honesty, an honor code allows for a standard that students can hold to when attending CORE. The Honor Code will articulate the interest to the school community in maintaining our high standards. The goal of CORE is to help every student reach his or her highest potential.

Honor Code Pledge

As a CORE student, I pledge to be a person of integrity. I will not give or receive unapproved assistance in any academic exercise. I will commit myself to honesty, respect, responsibility, and trust.

Explanation of the Honor Code

Responsibility, respect for self and others, regard for the welfare of the community, pride in accomplishments, and the rights of everyone, involve each of us being persons of integrity whose actions demonstrate the honor code commitment.

Any actions, whether intentional or unintentional, which disregard honesty, diminish the integrity of both the individual and the community go against the established honor code. Moreover, such actions do not give the teacher the opportunity to evaluate the student fairly or offer assistance when it is needed. They also deprive the student of a valid learning experience, which is crucial to educating the whole person. While a member of the CORE community, each student is expected to conduct himself/herself with integrity and to uphold the Honor Code. Though not exhaustive, the following represent examples of actions that may violate the Honor Code:

1. **Cheating:** Copying work or giving your own work to another; unauthorized use of study aids or collaboration during testing; obtaining or distributing copies of testing materials; giving or receiving information regarding a test before, during, or after the test
2. **Plagiarism:** Representing others' ideas or expressions, whether published or unpublished, as your own without proper citation of credit
3. **Falsifying data/ citations:** Buying, selling, giving, or receiving term papers, notebooks, or the like, from any source including the Internet
4. **Fabricating academic documentation** (e.g., letters of reference)
5. **Abuse of Media Center privileges:** Defacing books or other library materials; failing to return overdue books, thus depriving others of their use
6. **Purposeful destruction, theft, or misuse of electronic media** (computer hardware or software)
7. **Lying to an administrator or teacher** during investigations of academic dishonesty

Procedures / Sanctions for Honor Code Violations

With regard to issues concerning the Honor Code, the teacher will initially speak with the student to ascertain the facts. The details of this conversation, as well as the facts which are discussed, will be reported using the Incident Report form. All materials pertinent to the situation will be given to the School

Director in charge. The School Director will meet with the student to make a determination regarding the upholding of the Honor Code Pledge.

While a student at CORE, in cases where it is determined that a student has violated the Honor Code, the following will apply:

1. Upon a first offense, the student receives a failing grade on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code.
2. Upon a second offense, the student receives a failing grade on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code. The student must relinquish any/all leadership positions (e.g., class or club officer, athletic captain, etc.) for a period of one calendar year from the date of the second offense.
3. Upon a third offense, the student will be asked to withdraw from the program.

One of the goals of CORE @ The Camptonville Academy is to support students in developing wisdom and leadership. Our code of conduct is tied to that goal and is threefold. It is our intention that students, at home, at the Resource Center, and on field trips will:

Demonstrate character and respect for themselves, others and the environment by:

- Choosing their speech carefully and thoughtfully, eliminating profane and vulgar language.
- Choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements.
- Choosing to exhibit a positive attitude about themselves and the world around them.
- Choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment.
- Choosing to respect others' possessions.
- Choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.
- Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- Choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect.
- Choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

Students are expected to abide by the Code of Conduct and Policies outlined in the Student-Parent Handbook. Parents will be notified of any difficulties. Repetitive or severe infractions may result in suspension of center use privileges.

RESOURCE CENTER

The Resource Centers are designed to support ALL students enrolled at CORE @ The Camptonville Academy. The Centers provide opportunities for students to reinforce a variety of academic skills, learn in specialized programs (e.g. computer labs), receive individualized and small group instruction, and participate in specialized assessment. The Centers are also a place for parent meetings, teacher collaboration, and extracurricular activities. The Centers are staffed by a combination of certificated and classified staff and utilized by a variety of credentialed professionals.

CORE provides many enrichment classes at the Resource Centers. These classes are available to all age groups. Examples of classes offered are: Aerospace, Earth Science Lab, Biology Lab, U.S. History, English, Integrated Math, Pre-Calculus, Calculus, Life Science Lab, Physical Science Lab, Art, Composition, Drama, Middle School Math, Keyboarding, Music, and much more.

Center class schedules are available at the Resource Centers.

- All students are eligible and welcome to attend a center as is appropriate to their personalized program.
- A fair and legal system for admitting students to center classes has been established and implemented.
- If space allows, students may enroll up to five (5) classes per semester.
- Students pursuing a Career Technical Education certification and a UC a-g track may request one additional class to their schedule, totaling six (6) center classes.
- Students who are on a waiting list will be enrolled based on waiting list timestamp with priority given to seniors and high school students who are on a UC a-g track.

RESOURCE CENTER USE

The Resource Centers are open to all students during normal school hours under any of the following conditions:

- Direct supervision by parent for students whose classes occur intermittently.
- Supervision by teacher during regularly scheduled classes, events, or meetings.
- Supervision by other staff personnel (arrangements made at least 24 hours in advance). This is available on a limited basis only.

General Resource Center Use will be limited to no more than 3 hours per day.

All students must be signed in every time they are present at a center.

TECHNOLOGY & INTERNET USE AGREEMENT

CORE @ The Camptonville Academy is pleased to integrate technology into a personalized learning program. To achieve success CORE is offering the use of Computers, I-pads other peripherals and the Internet aka the World Wide Web as a means of enriching current educational goals, and reaching technological proficiency goals as outlined by The National Education Technology Standards (NETS).

In order for this school to continue making these resources available, students must take responsibility for appropriate and lawful use of these resources. Student misconduct will result in consequences such as temporary or permanent ban from such resources, or possible removal from the school. The signatures on the contract are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

Policies guidelines and rules described below refer but are not limited to all technological devices and peripherals including computers, the computer lab, i-pads, digital cameras, video equipment, software, sound equipment the internet, MP3 players, calculators, printers etc. that are owned by, leased to, and/or on loan to CORE @ The Camptonville Academy. This also includes appropriate use of student's personal technology devices used on site.

Terms and Conditions (for Educational Computer Use and Internet Privileges)

Acceptable uses of Technology

The use of school computers, I-pads or other technological equipment must be in support of education and is consistent with the educational objectives of this district. Use of another organization's network or computing resources must comply with the rules appropriate for that network including:

- Class work or assignments as directed by and supervised by a teacher
- Complete homework assignments as instructed by a teacher but independently conducted
- Research for education purposes
- Use of approved educational software
- Training or development of computer use skills supervised by a teacher or Computer Technician.
- Personal Discovery of an acceptable nature ("surfing the Internet")

Prohibited uses of Technology

- Transmission of material in violation of any US or state regulation. This includes, but is not limited to: copyrighted material; illegal, threatening, harassing, violent or obscene material, and matter protected by trade secret.
- Altering or removing computer files not belonging to the user, installing unlicensed software, creating links to inappropriate materials, disconnecting equipment, and vandalism of any kind
- Use for commercial activities
- Use for product advertisement or political lobbying
- Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of computer privileges.
- Change of Internet Browser settings or any computer preferences or settings
- Attempt to steal or learn others' passwords including the administrator's passwords or internet passwords
- Use of any 'hacking software' or possession and distribution of any software tool
- Transmitting spyware, viruses, or other malware to computers

- Transmitting inappropriate messages or comments through use of common messaging or social networking sites
- Violating any other building, classroom or student conduct rules through the use of technology.
- Food and drink are not allowed in any computer area.
- Outside software is not permitted in any computer area; no software is to be downloaded, stored, or installed on any computer or in any computer account.
- Pirated software (warez) and MP3s are not to be downloaded or stored on any computer or in any user's account.
- All copyright laws are to be observed. Copyrighted material is not to be placed in the system without the author's permission (BP/AR 6162.6—Use of Copyrighted Materials).
- Do not move or disconnect any affixed computer or peripheral device or piece/part of any equipment. Contact the Technology Director or teacher concerning problems with any of the equipment.
- Appropriate behavior and common courtesy are expected at all times.
- Print or copy assignments or documents with specific permission only.
- Do not read, delete, copy, modify or attempt to access other's emails.
- Do not give out personal identification information about yourself or others, including personal address, social security number, and phone number.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Do not use the system to encourage the use of drugs, alcohol, tobacco, or any illegal/inappropriate activities.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem on the network, notify your teacher or the School Director. You are not permitted to use another individual's account, and you should never allow anyone else to access your account. If, at any time, you feel that your password may have been compromised, see the Technology Support staff member immediately to have your password changed. You are responsible for all activity that occurs with your account. Attempts to login to the network as a system administrator or gain unauthorized access will result in the cancellation of your computer privileges.

Vandalism

Vandalism will result in the cancellation of your computer privileges. Vandalism is defined as any malicious attempt to alter, harm, or destroy data of another user, computers, accessories, the Internet, or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses.

Restitution and Consequences of Contract Violation

Students may be suspended or subject to other disciplinary actions for violation of this contract as provided in the current school Student/Parent Handbook under the provisions of Education Code 48900 (k): disruption of school activities and willful defiance of the valid authority of the school. According to Board Policy 5131.5, students will be required to provide restitution for damages to school equipment while the student is logged into any computer. In the case of no physical damage, but the requirement of staff or student aide time to reconfigure a system, students will be charged at the rate of \$50/hour for a minimum of one hour.

Privileges and Consequences

The use of school computers and the use of the Internet are privileges, and unacceptable use will result in the cancellation of those privileges. The School Director may revoke privileges at any time and for an

extended period of time as deemed appropriate. A student who has his/her computer privileges revoked is not allowed to use any computer at her/his school site.

Indemnification

CORE @ The Camptonville Academy makes no guarantees of any kind, whether expressed or implied, for the service they are providing. CORE will not be responsible for any damages suffered. This includes loss of electronic data resulting from faulty software or equipment, delays, non-deliveries, mis-deliveries, or service interruptions caused by their negligence or your errors or omissions. Use of any information obtained via the school computers and/or the Internet is at your own risk.

Duration of Agreement

The duration of this agreement begins when your online registration and acknowledgements are electronically signed and ends when the student leaves the CORE @ The Camptonville Academy. This agreement is binding.

TESTING AND ASSESSMENT

In order to continue to offer innovative alternative educational programs, charter schools must abide by the laws that govern them. According to California charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools. If we cannot, we risk losing our charter and the students risk losing this option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. And while we have the opportunity to see, first hand, how much our children are learning, testing creates an avenue with which we can demonstrate to the California Department of Education, and to the Western Association of Schools and Colleges and the California Charter School Association, our accrediting institutions, what we already know to be true.

With this in mind, we urge you to prepare your son or daughter to participate in the standardized state testing assessment program mandated by the State. The individual results will not be used by the state to track or label the students in any way. Parents who choose to do so may request in writing that the test results not be placed in the student's file or portfolio.

Evaluation and Grading

Although traditional grades are not required or appropriate for every student or at every grade level, formal written assessment of a student's progress is. They are a means for feedback and praise of the student's accomplishments. As such, CORE @ The Camptonville Academy requires all teachers to submit a Grade Report or Student Evaluation each semester. These reports become a formal part of the student's file unless the parent requests otherwise in writing.

The school shall provide each student a fair, objective, and transparent mathematics assessment process for correct center math class and/or curriculum placement. To ensure accurate placement, teachers, students, and/or parents may request a re-evaluation.

Recommendation to Create Portfolios

- A portfolio is a purposeful, integrated collection of student work that shows student effort, progress, or achievement in one or more areas. The collection includes evidence of student self-reflection and student participation in standards. A portfolio communicates what is learned and why it is important. (Paulson, 1991)
- Portfolios may be developed throughout the year and evaluated at the end of each semester. Portfolios encourage "authentic" measurement of learning.

COMMUNITY SERVICE

It is suggested that each student serve his or her community. The personalized learning teacher may assist the student in finding organizations that may need volunteers.

- **For high school students, one credit (or unit) will be granted for every fifteen hours served in the community.** The student must do a project which accompanies the service, i.e., a written report, a video project, a speech, a presentation, etc. The teacher will grade the project according to California state standards.

MATERIALS

Nature of Materials: Charter Schools and Religious Instruction

There should be no confusion regarding the use of religious materials in independent study/home-based education. A recent study of this issue resulted in guidelines that seem to accurately reflect the rights and opportunities of parents and students in Charter Schools. This study included intensive discussions with legislative representatives, legal counsel, parents, religious groups, and the California Department of Education. It is very clear that by applying the following guidelines to charter school instructional programs the schools will operate lawfully, and of equal importance, with maximum respect for individual rights.

- The parent/guardian acting as a co-educator, or in any other manner assisting in the instruction of his/her child, is NOT considered an agent of the State of California and therefore is not bound by those laws that guide the teachers who are paid by the State of California. The parent/guardian, as provided by the Constitution of the United States, is provided the right to freedom of expression of his/her religion and may at any time use religious content in the instruction, guidance, and care of his/her child.
- The State of California and subsequently its agent, the teacher, are not permitted to purchase or otherwise provide materials containing religious content for a student or for any other purpose.
- A Charter School may not require or maintain any student achievement records, including transcripts, report cards, portfolios, or any other documentation regarding the student, that contains religious content.
- The Independent Study Teacher of a State of California Charter School may not, during the course of instruction, utilize materials or expressions deemed to contain religious content.

- All children are issued non-sectarian curriculum in all core subjects that comply with state requirements.
- Small Group Instructors, who are paid by the state of California through a Charter School, are considered an agent of the State during their course instruction and therefore may not teach utilizing materials or expressions deemed to contain religious content.
- ❖ *Any deviation from these guidelines will jeopardize individual rights and even Charter Schools themselves.*

EDUCATION MATERIALS

There are three ways in which a parent can receive educational materials and curriculum through CORE.

- Educational Materials catalogues, Elementary and High School, through which parents can review curriculum offerings
- The CORE @ The Camptonville Academy's library which is stocked with a variety of educational materials and curriculum
- The Teacher's classroom budget for special items required in order to accommodate a student's educational program

Parents, with assistance from their teacher, choose materials they will use. The parents review the appropriate catalog(s), talk with their teacher, and decide on the appropriate curriculum for each course of study. The charter has many approved educational materials and curricula choices displayed within the school catalogues.

Note: All materials provided to the student are the property of the school. Families must return the materials when the student is finished using them for their educational program. If these materials are not accounted for at the end of the school year, the teacher must submit a missing materials form that will be used to charge the families for the missing resources. The charter reserves the right to withhold files and official transcripts if a student dis-enrolls with an outstanding bill (e.g., materials are not returned or have been destroyed.)

VENDOR COURSE INSTRUCTION AND DISCRETIONARY FUNDS - EDUCATIONAL UNITS

A student, by his/her attendance, generates funds called Educational Units (EUs) that have been appropriated for education instructional purposes. The teacher has the responsibility of approving and keeping track of the EUs incurred to meet the educational needs and choices of each family. For those students who are pursuing a program of Personalized Learning/Independent Study supplemented with Small Group Instruction classes or tutoring, the administration has made available \$1,000 per year/per student for small group classes, community college classes, assemblies and field trips. Parents and teachers, in cooperation, should seek instruction to enhance the student's academic and social program. The funds are available if needed to provide a sound academic program. Ultimately the teacher is responsible for the professional and ethical allocation of this funding. School policy supports the use of EUs for academics when students require additional support.

Field trips are often dependent on parent transportation and supervision. Parents are welcomed to participate, however, some excursions may require pre-paid, non-refundable fees for adults and students not enrolled in CORE. Please communicate with the field trip coordinators for specific details.

To order Vendor Course Instruction (VCI), the parent makes a request to the teacher. The teacher reviews, approves and submits an on-line Purchase Order request. The order cannot be processed until the teacher submits the on-line request.

- Students may not attend instruction without a Purchase Order number from the Teacher. The parent will submit the PO to the vendor before instruction begins.

WITHDRAWAL FROM VCI OR CENTER CLASSES

A student may choose to withdraw from a Small Group Instruction or VCI class. The parent or student should call the teacher to notify him that he will no longer be attending. It is the parent's/student's responsibility to contact his/her teacher about dropping a class prior to the next class meeting. The EUs that have been allocated for classes enrolled in but not attended will NOT be returned. A student who does not follow this procedure jeopardizes her/his right to attend VCI or Resource Center classes. The teacher must notify the purchasing department of withdrawal.

COMMUNITY COLLEGE CLASSES

Students may, when deemed appropriate, take Community College courses while concurrently enrolled in CORE. In order to do this, a teacher and high school counselor must verify that a student has the ability to be successful in this environment and adhere to the following process:

- Contact the community college to verify its concurrent enrollment process
- Complete the college concurrent enrollment form
- Register for classes
- Inform the teacher of the required text

Important: Charter law states that a student may not be concurrently enrolled full time in two schools. Therefore, students enrolled in CORE may not take more than the number of allowed units per semester at a Community College and must concurrently carry no less than 20 units with CORE @ The Camptonville Academy.

HIGH SCHOOL INFORMATION

See the current year High School Catalogue for all High School specific information, i.e. Grade Reports, Transcripts, and course planning, graduation, etc.

IMPORTANT GENERAL INFORMATION

Resource Center Supervision - Students are NOT to be on campus unless in a class or in supervised tutoring. Students who are not in class or in a supervised setting will be asked to call home and have a parent pick up the student.

Drop Off/Pick Up - Students must be dropped off, at the Resource Center, no earlier than 15 minutes before their program/activity begins and picked up no later than 15 minutes after their program/activity ends. If a student (K-8) is going to be picked up by anyone other than his/her parent, the parent must add the name(s) to the emergency card.

Lunches - Students who attend center classes over a lunch break must bring their own lunches to the Resource Center. Staff kitchen facilities are off limits at the center.

Driving Safety - Please respect all driving regulations and speed limits. Students who drive in an unsafe manner will lose the privilege of driving on school property and will be required to find another means of transportation to school.

Accreditation - the Western Association of Schools and Colleges (WASC) and the California Charter School Association (CCSA) accredit CORE @ TCA. CORE @ TCA is a member of the Association of Personalized Learning Schools (APLUS.)

Governance - Charter Council Meetings are held 3 times a year. **Board Meetings** are also held a minimum of 4 times per year. All governance meetings are open to the public. Please note the website or contact your Personalized Learning Teacher for the locations and times.

STUDENT ACCIDENT ONLY INSURANCE

Student Accident Only Insurance is available through United Health Care. Please contact your school office for a brochure.



Administrative Regulation:

- A. Some students may need to take medication prescribed by a physician during the school day in order to be able to attend school.
- B. The School Director/designee shall develop processes for the administration of medication to such students by school personnel.
- C. Designated school personnel may administer prescribed medication only after the School Director/designee has received written statements from both a student's physician and parent/guardian.
- D. School staff who administers medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.
- E. Staff authorized to administer the medication shall be afforded appropriate liability protection.
- F. If the parent/guardian so chooses, he/she may administer the medication to his/her child.
- G. In addition the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.
- H. **Self-Administration and Monitoring**
 - 1. Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test.
 - 2. The student shall observe universal precautions in the handling of blood and other bodily fluids.
- I. **Definitions**
 - 1. *Other designated school personnel* may include any employee who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR 601)
 - 2. *Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)
- J. **Notifications to Parents/Guardians**
 - 1. At the beginning of each school year, the School Director/designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as he/she receives written statements from the student's physician and parent/guardian.

2. The School Director/designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements:
 - a. The parent/guardian is required to inform the designated employee of the medication being taken, the current dosage and the name of the supervising physician.
 - b. With the parent/guardian's consent, the designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

K. Parent/Guardian Responsibilities

1. Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the School Director/designee shall have a written statement from the student's physician and a written statement from the student's parent/guardian.
2. The physician's written statement shall clearly: (5 CCR 602)
 - a. Identify the student
 - b. Identify the medication
 - c. Specify the method, amount and time schedules by which the medication is to be taken
 - d. Contain the name, address, telephone number and signature of the physician
 - e. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm with the student's physician that the student is able to self-administer the medication
3. The parent/guardian's written statement shall:
 - a. Identify the student
 - b. Grant permission for the authorized representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
 - c. Contain an acknowledgment that the parent/guardian understands how school employees will administer or otherwise assist the student in the administration of medication
 - d. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication
 - e. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time
4. If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also:
 - a. Consent to the self-administration
 - b. Release the school and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication
5. The parent/guardian shall annually provide the School Director/designee a new written statement from himself/herself and the student's physician.

6. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes.
7. Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions.
 - a. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions.
 - b. Medications that are not in their original container shall not be accepted or administered.
 - c. Medications shall be delivered to the school by the parent/guardian, unless the School Director/designee authorizes another method of delivery.
8. The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.
9. A parent/guardian may designate an individual who is not an employee to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established.
10. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

L. Designated Employee Responsibilities

The designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the physician's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt
3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication
4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration
5. The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication
6. Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
7. Ensure that student confidentiality is appropriately maintained

8. Coordinate the administration of medication during field trips and after-school activities
9. Report to the parent/guardian any refusal of a student to take his/her medication
10. Keep all medication to be administered in a locked drawer or cabinet
11. Communicate with the physician regarding the medication and its effects
12. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose
13. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws.

LEGAL PROVISIONS

The purpose of allowing medication to be given to students by authorized school personnel is to help provide for their general welfare by following the instructions of their physicians. This position is clarified by the intent seen in the following sections from the Nursing Practice Act (Chapter 6 commencing at Section 2700) Division 2 of the Business and Professions Code):

NURSING OR MINISTRATIONS NOT PROHIBITED BY CHAPTER

“The performance by any person of such duties as required in the physical care of a patient and/or carrying out medical orders prescribed by a licensed physician: provided, such person shall not in any way assume to practice as a professional, registered, graduate or trained nurse.” (Business and Professions Code Section 2727 (e)).

PRACTICES UNAUTHORIZED

“This chapter confers no authority to practice medicine or surgery.” (Business and Professions Code 2726)

SUGGESTIONS FOR SCHOOL PROCEDURES

The procedures covering medication brought to school to be taken by students according to the provisions listed on the preceding form will be expedited if the following procedures are used:

1. Two (2) copies of the form are supplied: one (1) for the school files and one (1) for the person authorized to administer the medication.
2. Only medication prescribed by the student's physician as being necessary to be taken by the student in the manner listed on this form should be brought to school.
3. Such medication should be taken by the student in accordance with instructions from the physician listed on this form.
4. Medication brought to school to be given to the student according to the provisions listed on this form shall be in containers which are clearly marked with the name of the student; the name of the prescribing physician; an identification number or name of the medication; the druggist who dispensed the medication or the manufacturer; and the amount of medication to be taken at specified times or in specific situations.

5. All medications should be kept in a secure place. Any special instructions for storage or security measures of any medication should be written by the physician and given to school personnel so that such instructions can be followed.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication

49423.5 Specialized health care services

49426 School nurses

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

Management Resources:

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December, 2004

WEB SITES

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:
<http://www.cde.ca.gov/ls/he/hn>

Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

500: Students**Head Lice**

Approved by Board of Directors: _____

12-10-15**ADOPTED**

Board Policy:

The Governing Board recognizes that head lice infestations do not pose a serious health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any life-threatening disease. The school is committed to maximizing students' academic performance and physical well being in a healthy and safe environment.

Students found with live head lice or nits should be referred to the parent for treatment and shall be temporarily excluded from center activities.

School Director or designee may also send exposure notification and information about head lice home to all parents/guardians of the students that may have been exposed within 48 hours. School staff shall maintain the privacy of student at all times.

The School Board recognizes the importance of educating staff, students, and parents/guardians on the management and prevention of head lice.

500: Students

Resource Center Use

Approved by Board of Directors:

06/12/2014

ADOPTED

Administrative Regulation

- A.** CORE @ The Camptonville Academy operates resource centers to provide support for all enrolled students. The Centers provide opportunities for students to reinforce academic skills, borrow materials, access computers, receive individualized tutoring, attend class instruction, participate in special events, and attend assessment sessions.
- B.** In order to maintain equitable access to all families enrolled, general Resource Center Use will be limited to no more than 3 hours per day.

500: Students

Center Class Enrollment

Approved by Board of Directors:

5-14-15

ADOPTED

REVISED

Board Policy:

Purpose:

The school offers learning center classes to support the independent study instruction at home. It is a goal of the school to offer center class options for all students and to maintain an equitable system for enrolling students into those classes.

Procedure:

Each student will be enrolled through a lottery system into his or her appropriate top two requested learning center classes until the classes are full at which point he or she will be added to a waiting list.

The lottery will consist of randomly selecting students to be enrolled or added to a waiting list.

Students who are on a waiting list will be enrolled based on waiting list timestamp with priority given to seniors and high school students who are on a UC a-g track.

If space allows, students may enroll up to five (5) classes per semester. Students pursuing a Career Technical Education certification and a UC a-g track may request one additional class to their schedule, totaling six (6) center classes.

**Please note that this policy is for center class options, and does not refer to enrollment into the school program.

Administrative Regulation:

- A.** Each student shall be well groomed while attending The Resource Center or School-related functions. Students shall be dressed in a clean and neat manner. Dress at the school site should be modest and appropriate for learning.
- B.** Students shall not wear any clothing or accessories that distract from or interfere with the education of themselves or others or is in any way disruptive to the learning environment.
- C.** Students shall not wear the following items while at The Resource Center or attending School-related functions:
1. Clothing with lewd or obscene picture, writings or gestures
 2. Clothing with cigarette, beer, drug or otherwise inappropriate advertisements
 3. Spaghetti straps, midriffs or clothing that exposes undergarments
 4. Skirts, dresses, or shorts the length of which does not fall below the fingers as the arm hangs naturally
 5. Sleep or lounge wear
 6. Any clothing that is suggestive or indecent
 7. Gang-related attire as determined by clothing items, color, or the determination of the School Director/designee.
 8. Male shirts without sleeves
- D.** The School Director/designee may prohibit any clothing or grooming that in his/her judgment may be expected to cause disruption of or interference with normal school operations that is an infraction of the dress code guidelines, or that is determined to be gang-related.
- E.** The infraction procedure is as follows:
- First: The student's parents will receive notification regarding his/her student's violation of the dress code. The parents will be asked to address the issue with the student at home.
- Second: A meeting together with the Director/designee, student and parent(s) will be arranged to discuss the continued dress code violation. An incident report will be filed.
- Third: Parent(s) may receive a written notice that the student may not attend classes at The Resource Centers.

500: Students

Social Media Use

Approved by Board of Directors:

8-14-14

ADOPTED

Board Policy:

- A. The Camptonville Academy recognizes the rights of students, faculty, staff, and employees who want to participate in online social networking. These guidelines are designed to create an atmosphere of good will, honesty, and individual accountability. Camptonville students, faculty, and staff should always keep in mind that information produced, shared, and retrieved by them is a reflection on the school community and is subject to school policies. When accessing, creating, or contributing to blogs, wikis, podcasts, or other social media forms for classroom or independent study use, adherence to these guidelines is expected. Failure to meet or follow these guidelines may result in disciplinary action.

Guidelines:

Compliance with the following rules and guidelines when participating in social media activities is required. Violation of these guidelines may result in disciplinary action.

1. In the online environment, students must follow CORE's Student Code of Conduct and conduct themselves online as on campus.
2. Students will maintain confidentiality regarding both school related and personal information.
3. Students will ensure honest and accurate posts to the Internet.
4. Students will be respectful and avoid comments that may be hurtful when responding to others. They will not engage in any discriminatory, harassing, or retaliatory behavior in violation of school policy.
5. Unless authorized, Students will not represent themselves as spokespersons for The Camptonville Academy. The school reserves the right to request school-related posted content without permission to be removed from the Internet.
6. Students will use discretion and be conscious of long-lasting impressions on many varied audiences.
7. Students will respect copyright, fair use, and financial disclosure rules and regulations.
8. Students should keep their passwords secure and never share them with others.

Board Policy:

- B. The Camptonville Academy believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.
- C. Studies and experience demonstrate that bullying most often occurs when activities take place in less-supervised areas. Students are NOT to be on campus unless in a class, meeting with a teacher, or in supervised tutoring.
- C. The Camptonville Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; and social isolation or manipulation.
- D. The Camptonville Academy expects students and/or staff to immediately report incidents of bullying to the School Director/designee. Staff who witness such acts will take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated.
- E. To ensure bullying does not occur on school campuses, The Camptonville Academy will provide staff development training in bullying prevention to cultivate acceptance and understanding of all students and staff in order to maintain a safe and healthy learning environment.
- F. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

This policy and the school's Student Code of Conduct will be followed by every student on school grounds, while traveling to and from school or a school-sponsored activity, between classes and during the lunch break whether on or off campus, and during school sponsored activities.

- G. School Policy includes, but is not limited to:
 - a. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
 - b. Students are expected to immediately report incidents of bullying to the School Director / designee.
 - c. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
 - d. If the complainant student or the parent of the student feels that appropriate resolution of the

investigation or complaint has not been reached, the student or the parent of the student should contact the School Director/ designee. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

- H. The procedures for intervening in bullying behavior include, but are not limited to, the following:
- a. All staff, students and their parents will be referred to a summary of this policy prohibiting bullying as part of the parent/student handbook, available on our website at www.coretca.org, the agreement of which is a condition of enrollment.
 - b. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.
 - c. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential and to communicate to parents measures taken to ensure the safety of the bullied student and to prevent further acts of bullying.
 - d. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the targeted person or witnesses in any way.

Conflict Resolution

- A. The Camptonville Academy believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.
- B. To prevent conflict, The Camptonville Academy will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, accepting differing values and cultures within the school community and ensuring a safe and healthy learning environment.
- C. The Camptonville Academy will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.
- D. Conflict Resolution includes, but is not limited to, the following:
- a. Students are to resolve their disputes without resorting to violence.
 - b. Students are encouraged to help fellow students resolve problems peaceably.
 - c. Students can rely on staff trained in conflict resolution to intervene in any dispute likely to result in violence.
 - d. Students needing help in resolving a disagreement, or students observing conflict may contact a staff member.

Board Policy:

- A. The Camptonville Academy believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.
- B. The Camptonville Academy will not tolerate cyberbullying. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device.

Examples of cyberbullying include but are not limited to:

- Displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on any online application
 - Impersonating or representing another student through use of that other student’s electronic device
 - Sending or leaving messages that are mean or threatening or so numerous as to bombard the target student
- C. The Camptonville Academy will not tolerate retaliation. “Retaliation means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting an act of bullying when it is not made in good faith.
- D. The Camptonville Academy expects students and/or staff to immediately report incidents of cyberbullying and/or retaliation to the School Director/designee. Staff who know about such acts will take immediate steps to intervene. Each complaint will be promptly investigated.
- E. To ensure cyberbullying does not occur on school campuses, The Camptonville Academy will provide staff development training in cyber safety to maintain a safe and healthy learning environment.
- F. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.
- G. This policy and the school’s Student Code of Conduct will be followed by every student on school grounds, while traveling to and from school or a school-sponsored activity, between classes and during the lunch break whether on or off campus, during school sponsored activities, and elsewhere but only if the bullying also infringes on the rights of the student at school as set forth in this policy’s definition of cyberbullying.

H. School Policy includes, but is not limited to:

- a. Any student who engages in bullying or cyberbullying may be subject to disciplinary action up to and including expulsion.
- b. Students are expected to immediately report incidents of bullying to the School Director/designee.
- c. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- d. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director/designee. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Administrative Regulation:

- A.** The School Director has the authority to allow High School students to leave the school campus. The school, its employees and officers are not liable for the safety and conduct of students who leave under this policy. The open campus option does not apply to K-8 personalized learning students.
1. The responsibility falls on parents and students to follow the rules and abide by parents' wishes.
 2. The privilege of open campus may be revoked from individual students for disciplinary reasons.
 3. If parents choose not to allow their student(s) to leave the campus, they must complete the proper form and submit it to the Resource Center.

Administrative Regulation:

- A.**
1. In addition to taking disciplinary action at the school level, the School Director will report all illegal acts to the appropriate authorities.
 2. All professional staff is expected to enforce discipline and direct students so that they will demonstrate appropriate behavior.
 3. Discipline shall be administered when necessary to protect students, school employees, or property, and to maintain essential order and discipline.
 4. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case:
 - a. Seriousness of the offense
 - b. Student's attitude
 - c. Frequency of misconduct
 - d. Potential effect of the misconduct on the school environment
 5. Personnel will use their professional judgment in determining which disciplinary action will be most effective in dealing with specific acts of student misconduct. Disciplinary actions apply equally to all students.
 6. There should be immediate and consistent interventions by the center teacher of any behavior that disrupts orderly classroom procedures or operation of the Resource Center.
 7. An Administrative report shall be issued for Level One, Level Two and Level Three violations.
 8. Discipline shall be based on the seriousness of the infraction and specific intervention as prescribed in B. & C.

B. Acts of General Misconduct

- Including Such Behaviors as Student Failure To:
1. Demonstrate courtesy and respect even when others do not
 2. Behave in a responsible manner, always exercising self-discipline
 3. Attend classes regularly and on time
 4. Be well groomed and dress appropriately
 5. Obey all campus and classroom rules

6. Respect the rights and privileges of other students, teachers, and other staff
7. Respect the property of others, including school property and facilities
8. Cooperate with or assist the school staff in maintaining safety, order and discipline
9. Behave in a manner, which would not impede the orderly center procedure or interrupt the orderly operation of the Resource Center

A student who violates these or other center rules may be disciplined by one (1) or more options listed below.

C. Disciplinary Options for General Misconduct

1. Oral correction
2. Cooling-off time or “time-out”
3. Seating changes in the classroom
4. Counseling by teachers, counselors, or administrative personnel
5. Parent-teacher conferences
6. Rewards or demerits
7. Behavioral contracts with parents consent
8. Withdrawal of privileges, such as participation in center classes, clubs, vendor course instruction and/or other extracurricular activities
9. School-assessed and school-administered suspension from classes field trips and/or special even participation with parent notification
10. Other strategies and consequences as specified by the Administration.
 - a. For these violations, the teacher is not required to make a violation report. Depending on the seriousness of the violation, the parent may or may not be notified. A verbal report should be made to the School Director.
 - b. A teacher may remove from the class a student who has been documented by the teacher to repeatedly interfere with the teacher’s ability to communicate effectively with the students or has disruptive or abusive behavior.
 - c. Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher and School Director.

LEVEL ONE: ADMINISTRATIVE INTERVENTION

A. Level One Acts of Misconduct include those student acts, which interfere with the orderly educational process in the classroom and/or the school. The disciplinary actions will depend on the offense, previous actions, and the seriousness of the misbehavior. Some infractions will result in a referral to the School Director.

B. PROCEDURES

1. Referral to School Director (with a completed Disciplinary Behavior Report).
2. School Director confers with student and/or teacher to establish appropriate action.
3. Teacher will be notified of the action taken.
4. Parent will be notified of the action taken depending on the severity of the situation.
5. The School Director shall retain the Disciplinary Behavior Report.
6. Level One behavior violations and Discipline Options/Responses are not limited to those listed. Serious and/or repeated violations shall result in a more severe response and/or referral to Level Two.

C. LEVEL ONE ACTS OF MISCONDUCT INCLUDE SUCH BEHAVIOR AS:

1. Cheating or copying the work of another
2. Leaving school grounds or school-sponsored events without permission
3. Profanity, vulgar language, or obscene gestures
4. Scuffling/horseplay
5. Minor damage or vandalism of property owned by others
6. Possessing any knife
7. Failing to comply with directives given by school personnel
8. Name-calling, derogatory statements, or harassment that school officials have reason to believe will substantially disrupt the school program
9. Possession or use of any legal, non-approved prescription or non-prescription drug, medicine, vitamins, or other chemicals
10. Engaging in any misbehavior that gives school staff reasonable cause to believe that such conduct will substantially disrupt the school program
11. Engaging in inappropriate physical conduct (i.e. public display of affection)
12. Possessing or using matches or a lighter
13. Possessing, smoking, or using tobacco products or any device used for smoking of tobacco or controlled substances
14. Beepers, cellular telephones, electronic pagers, or any other similar types of communication systems that disrupt educational activity or are turned on without approval
15. iPods or radios with headphones that teachers or students can hear and interferes with the learning environment
16. Behaving in any way that disrupts the school environment or educational process
17. Violating safety/center rules
18. Violating dress and grooming codes
19. Repeatedly violating other or classroom standards of behavior
20. Truancy
21. Gambling
22. Any other acts that interfere with the orderly educational process in the classroom and/or the school

D. LEVEL ONE - DISCIPLINARY OPTIONS/RESPONSES:

1. Behavioral contracts (with parental conference)
2. Required School Director/student conference
3. Parental conference
4. Referral to outside agency or authority
5. Suspension from center classes and/or extracurricular activities including, but not limited to, field trips/commencement exercises/award ceremonies
6. Disciplinary reassignment such as reassignment of classes or home-based instruction
7. Police citation
8. Student Success Team meeting
9. Any other appropriate disciplinary actions determined by the School Director

LEVEL TWO

A. Level Two acts include student misbehaviors, which seriously disrupt the orderly educational program in the center and/or school related activities.

B. PROCEDURES

1. The School Director investigates the infraction(s) and confers with the teacher(s) or other authorities.

2. The School Director confers with the student and parent about the student's misconduct. The student is given an opportunity to explain his/her version of the incident.
3. Written notice of offense(s) and action taken are given to parent and teacher.
4. Appropriate disciplinary options are needed. (See Level ONE options.)

C. LEVEL TWO ACTS OF MISBEHAVIOR INCLUDE SUCH BEHAVIORS AS:

1. Involvement in gang activity including participating as a member, making a pledge or soliciting another person to make a pledge or become a member of a gang
2. Possessing stun guns, pellet guns, BB guns, or any device designed to expel a projectile
3. Falsely activating a fire alarm
4. Damaging or vandalizing property owned by others
5. Possessing any knife including a pocketknife
6. Hazing
7. Committing or assisting in a robbery or theft that does not constitute a felony according to the California Penal Code (Felony robbery or theft offenses)
8. Selling, giving, or delivering to another person, or possessing drugs or drug paraphernalia
9. Engaging in inappropriate physical or sexual conduct
10. Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by work, gesture, or any other sexual conduct, including requests for sexual favors
11. Gambling
12. Engaging in conduct punishable as a felony
13. Engaging in conduct that contains the elements of the offense of assault
14. Using or being under the influence of marijuana or a controlled substance or a dangerous drug
15. Selling, giving, or delivering to another person an alcoholic beverage, committing a serious act or offense while under the influence of alcohol, or possessing, using, or being under the influence of an alcoholic beverage
16. Engaging in conduct that contains the elements of an offense relating to glue or aerosol paint inhalation abuse or relating to volatile chemicals
17. Engaging in conduct that contains the elements of the offense of public lewdness
18. Stealing from students, staff, or the school
19. Committing ethical or racial slurs
20. Acting to incite violence

D. LEVEL TWO - DISCIPLINARY OPTIONS/RESPONSES:

1. School Director/teacher/parent/student conference
2. Restitution or restoration, as applicable, for vandalizing to property
3. Positive steps
4. Expulsion from school
5. Police citation
6. Suspension from attending classes, field trips and/or special events for a period not to exceed a semester
7. Any other appropriate disciplinary actions determined by the School Director

LEVEL THREE: EXPULSION

- A. Expulsion means removal of a student from the school. At the School Director's discretion, a student may be expelled for:
1. Criminal mischief, if punishable as a felony whether committed on or off school property or a school-related event

2. Serious or persistent misbehavior by a student who is already assigned to a disciplinary Alternative Education Program and continues to violate the School's Discipline Policy. The School defines "persistent" as two (2) or more violations of the Discipline Policy in general or repeated occurrences of the same violation.
3. Serious offenses that include, but are not limited to, the following:
 - a. Assault of a teacher or other individual
 - b. Retaliation against a school employee
 - c. Murder, capital murder, or criminal attempt to commit murder
 - d. Indecency with a child
 - e. Kidnapping
 - f. Arson
 - g. Possession of a firearm or live ammunition
 - h. Possession of a prohibited knife
 - i. Possession of a club
 - j. Possession of a prohibited weapon
 - k. The use, gift, sale, delivery, possession, or being under the influence of alcohol, marijuana, other controlled substances, dangerous drugs, or glue or volatile chemicals
 - l. Conduct that constitutes criminal mischief
 - m. Vandalism
 - n. Robbery or theft
 - o. Extortion, coercion, or blackmail
 - p. Hazing
 - q. Profanity, vulgar language, or obscene gestures directed toward teachers or other school employees
 - r. Fighting, committing physical abuse or threatening physical abuse
 - s. Sexual harassment of a student or campus employee
 - t. Possession of or conspiring to possess any explosive or explosive device
 - u. Falsification or records or tampering with school-related documents
 - v. Possession or distribution of pornographic material
 - w. Making or assisting in making threats, including threats against individuals and bomb threats
 - x. Refusal to accept discipline management techniques proposed by the teacher or School Director
4. In an emergency, the School Director/designee may order the immediate removal of a student when people or property is in imminent harm.
5. The school enforces zero tolerance for possession of firearms, illegal knives, or any other illegal weapon, and any conduct punishable as a felony.
6. A student shall be considered to be in possession of any substance or object prohibited or regulated by this Discipline Policy, if the substance or object is:
 - a. On the student's person or in the student's personal property, including, but not limited to the student's clothing, purse, book bag, or briefcase
 - b. In any school property used by the student including, but not limited to, a locker or desk

Possession means actual care, custody, control, or management.

B. LEVEL THREE PROCEDURES:

1. The School Director investigates the school infraction(s) and/or illegal act and confers with the student.

2. The School Director notifies parents or guardians, in writing, of the reasons for the proposed expulsion.
3. The School Director will act as a hearing officer and conduct a full hearing before a final decision to expel a student is made, unless the parent or guardian waives the hearing.
4. A parent may appeal the expulsion decision to the School Board.

C. LEVEL THREE DISCIPLINARY OPTIONS/RESPONSES:

1. Police citation
2. Required administrative/parent/student conferences
3. Expulsion
4. Other viable options

DISCIPLINE OF STUDENTS WITH DISABILITIES

- A. Students with disabilities are expected to exhibit appropriate conduct and are subject to the requirements of this Discipline Policy.
- B. A student with disabilities is one who has been determined by an Admission, Review, and Dismissal (ARD) committee to have an eligible disability (auditorally disabled, autistic, deaf/blind, emotionally disturbed, learning disabled, mental retardation, orthopedic disability, other health impaired, developmentally delayed, speech disability, visually disabled, multiple disabilities, or traumatic brain injury), and is in need of special education and/or related services.
- C. Misconduct by a student with disabilities results in the same disciplinary actions that would be imposed upon regular education students. The ARD (Admission Review Dismissal) committee will have developed a discipline management plan, which will be followed in administering discipline. If the Admission, Review, and Dismissal (ARD) committee developed a discipline management plan for a special education student, that plan will be contained on the Admission Review Dismissal/Individual Educational Plan (ARDIEP) Supplement: Discipline Plan form.

SUSPENSION

- A. Students with disabilities may be suspended in the same manner as regular education students.
- B. Procedures regarding suspension and the appeal of a suspension shall be the same as those for regular students. All reasonable efforts must be made to notify the parent of the behavior, suspension, and the decision.
- C. If the disciplinary actions are implemented in accordance with the specifications in the Individual Educational Plan (IEP), the requirements for hearing procedures, including the hearing at the campus level, do not apply.

EMERGENCY REMOVAL

In an emergency, the School Director/designee may order the immediate placement of a student when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

STUDENTS DISABLED UNDER SECTION 504

- A. A student previously disabled under Section 504 shall not be expelled unless the School first determines that the misbehavior is not a manifestation of the student's disability.
- B. The CARE team on each campus may make that determination and must have available to it evaluation information that is current to afford an understanding of the student's current behavior.
- C. At a minimum, the CARE team shall include persons knowledgeable about the student and the meaning of the evaluation data.

SUSPENSION

Students with disabilities may be suspended in the same manner as regular education students.

Procedures regarding suspension and the appeal of a suspension shall be the same as those for regular students. All reasonable efforts must be made to notify the parent of the behavior, suspension, and the decision.

If the disciplinary actions are implemented in accordance with the specifications in the Individual Educational Plan (IEP), the requirements for hearing procedures, including the hearing at the campus level, do not apply.

EMERGENCY REMOVAL

In an emergency, the School Director or Designee may order the immediate placement of a student when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

Administrative Regulation:

- A.** The rights of parents/guardians of school students include, but are not limited to, the following:
1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and Administrative Regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the School Director/designee shall arrange for parental observation of a class or activity in a reasonable time frame.
 2. To meet, within a reasonable time of their request, with their child's teacher(s) and the School Director/designee
 3. Under the supervision of school employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision of the teacher
 4. To be notified on a timely basis if their child is absent from school without permission
 5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests
 6. To have a school environment for their child that is safe and supportive of learning
 7. To examine the curriculum materials of the class(es) in which their child is enrolled
Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments, including textbooks, teacher's manuals, films, tapes and software. The school may charge an amount not to exceed the cost of duplication.
 8. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child
 9. To have access to the school records of their child
 10. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish
 11. To be informed in advance about school rules, attendance policies, dress codes and procedures for visiting the school

12. To receive information about any psychological testing the school does involving their child and to deny permission to give the test
 13. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan
 14. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations
 15. To question anything in their child record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school
- B.** The School Director/designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent, used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.
- C.** The School Director/designee shall ensure that school staff understands the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.
- D.** In addition, the School Director/designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school.
- E.** The School Director/designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.
- F.** School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse.
- G.** Parent Responsibilities include:
1. Daily monitor subjects studied and verify learning together with scheduled oversight by the Teacher
 2. Supply cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child
 3. Acknowledge that learning resources including: print, non-print, technology, etc., is property of the school and all materials must be returned to the school upon proper notice
 4. Contact the Teacher prior to the due date to make alternative arrangements if special or extenuating circumstances prohibit student from turning in the assigned work by the due date
 5. Provide needed transportation for all educational services offered by the school including standardized testing in the Spring
 6. Monitor attendance of their children
 7. Ensure that homework is completed and turned in on time

8. Encourage their children to participate in extracurricular and curricular activities
9. Monitor and regulate television viewing by their children
10. Volunteer at their children's Resource Center or other school activities.
11. Participate in decisions related to the education of their own children or the total school program as appropriate

Administrative Regulation:

- A.** The School Director/designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.
- B.** 1. The School Director/designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services.

2. Identification procedures shall be coordinated with school procedures for referral of students with needs that cannot be met with modifications to the regular instructional program.
- C.** The School Director/designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including procedures to identify individuals who need special education services.

Referrals for Special Education Services

- A.** Before the initial provision of special education and related services to a student with a disability, the school shall conduct a full and individual initial evaluation of the student.
- B.** Within fifteen (15) days of the referral of any student for special education and related services, the school shall develop a proposed evaluation plan, unless the parent/guardian agrees in writing to an extension.
- C.** The proposed evaluation plan shall meet all of the following requirements:
 - 1. Be written in a language easily understood by the general public
 - 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
 - 3. Explain the types of evaluation to be conducted
 - 4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent
- D.** Prior to conducting an initial evaluation, the school shall provide the parent/guardian with prior written notice.

Parent/Guardian Consent for Evaluations

- A.** Upon receiving the proposed evaluation plan, the parent/guardian shall have at least fifteen (15) days to decide whether or not to consent to the initial evaluation. The school shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services.
- B.** *Informed parental consent* means that the parent/guardian: (34 CFR 300.9)
 - 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
 - 2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
 - 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
 - 4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)
- C.** The school shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student and maintain a record of its attempts to obtain consent:
- D.** If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the school may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures.
- E.** For a student who is a ward of the state and not residing with his/her parent/guardian, the school may conduct an initial evaluation without obtaining informed consent.
- F.** The school need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300)

Conduct of the Evaluation

- A.** The school shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within sixty (60) days of receiving informed parent/guardian consent for the evaluation.
- B.** The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the school, county office of education, or special education local plan area (SELPA).
- C.** The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

- D.** 1. In conducting the evaluation, the school shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student.
 - 2. The school shall also use any information provided by the parent/guardian that may assist in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum.
- E.** 1. The school's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student.
 - 2. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
- F.** The school shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs.
- G.** 1. Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
 - 2. The school shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.
- H.** As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals, shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers.
- I.** On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine:
 - 1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
 - 2. The present levels of academic achievement and related developmental needs of the student
 - 3. Whether the student needs, or continues to need, special education and related services
 - 4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

Eligibility Determination

- A.** 1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the child is a student with a disability and the student's educational needs.

2. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.
- B.** The personnel who evaluate the student shall prepare a written report of the results of each evaluation to include, but not be limited to, the following:
1. Whether the student may need special education and related services
 2. The basis for making the determination
 3. The relevant behavior noted during the observation of the student in an appropriate setting
- C.** If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed sixty (60) days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five (5) school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension.

Independent Educational Evaluation

- A.** 1. The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria used for a school-initiated evaluation.
2. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the school.
 3. *Public expense* means the school either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.
- B.** The parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the school conducts an evaluation with which the parent/guardian disagrees.
- C.** Upon receiving the request for an independent educational evaluation, the school shall, without unnecessary delay, either:
1. File a due process complaint to request a hearing to show that its evaluation is appropriate
 2. Ensure that an independent evaluation is provided at public expense, unless the school can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the school's criteria
- D.** If a due process hearing decision determines that the school's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense.

- E. The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered if it meets school criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint.

Reevaluation

- A. A reevaluation shall be conducted when the school determines that the educational or related services needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation.
- B. The school shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures.
- C. 1. Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services.
2. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children.

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What Parents Should Expect From Their Teacher

The role of the Personalized Learning Teacher is to offer support and guidance to parents who accept primary responsibility for the education of their children.

Meets with the student and parent as often as necessary but at least twice every 30 school days.

- Determines location of meeting with parent
- May not meet alone with any student unless the meeting occurs in a public place
- Calls if he/she is going to be more than 15 minutes late or if needing to cancel

- Assesses the student's current levels as needed

- Verifies student attendance by reviewing completed assignments

- Explains the choices available through CORE:
 - Curriculum choices
 - Resource options
 - Educational Resource Center class options
 - Vendor Course Instructor options in the appropriate area
 - Diploma options and graduation requirements
 - Parent training opportunities
 - Field trips

- Advises curriculum and classes in the community
 - Makes school catalogue available to student and family
 - Allocates EUs (Educational Units) to accommodate student program
 - Arranges for family to obtain materials
 - Follows up on parent concerns

- Answers a family's questions, via phone or email, as they arise
 - Notes and researches questions the family may have regarding their child's educational program

- Keeps current with school policies and procedures and notifies students and families of changes that affect them

- Acts as a liaison between other certificated staff, i.e. HS Counselor, Special Ed Coordinator, and Technology Specialist

What Teachers Should Expect From Their Parents

- Voluntarily participation in this Personalized Learning/independent study program and to have read and understood the terms of the Master Agreement and Parent/Student Handbook
- Meet on a regularly scheduled basis with Teacher as often as necessary and agreed upon but at least twice every 30 school days
 - Location of meeting may be at parent's home, providing the location isn't too remote and is agreeable to the teacher.
 - Teacher may not meet alone with any student unless the meeting occurs in a public place.
- Call in advance to reschedule meetings or if parent will be more than 15 minutes late
- Daily monitoring and involvement in the student's learning assignments
- Bring ALL work corrected and graded in red ink unless previously agreed to by teacher and parent. If a meeting is missed or too many assignments are incomplete the teacher MUST issue a Missing Assignment Report.
- Collaborate with Teacher regarding center classes
- Attend parent workshops, read newsletters and frequent school emails, and use the school website, to stay informed
- Consistent communication when problems or issues arise
- Participate in State required testing such as Smarter Balance Assessment and other mandated tests
- Acknowledge that all learning resources used, print, non-print, technology, etc., are the property of the school and all material must be returned to the school upon withdrawal or proper notice

WILLIAMS UNIFORM COMPLAINT PROCEDURES

CORE @ The Camptonville Academy adheres to Education Code 35186(D) in accordance with the Valenzuela/CAHSEE Lawsuit Settlement quarterly reports on Williams Uniform Complaints.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

This form contains the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents and may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail Address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course Title/Grade Level and Teacher Name: _____

Name of Room/Location of Facility: _____

Date Problem was Observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply: A complaint may contain more than one (1) allegation.)

1. Textbooks and instructional materials: (5 CCR 4681)

- A student, including an English learner, does not have standards-aligned textbooks or instructional materials, state or school adopted textbooks, or other required instructional materials to use in class.
- A student does not have access to instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each student.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (5 CCR 4681)

- A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20% English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (5 CCR 4683)

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.
- A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint as specified below:

School Director

School Name

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

Name

Signature

Date

Legal Reference:
CODE OF REGULATIONS, TITLE 5
4600-4671 Uniform complaint procedures, especially:
4680-4687 Williams complaints

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

(20 U.S.C. § 1232g; 34 CFR Part 99)

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies and/or
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

CALIFORNIA SCHOLARSHIP FEDERATION
ATTENTION: SOPHOMORES, JUNIORS, AND SENIORS

The California Scholarship Federation (known as CSF) is a statewide organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. Qualifying for membership is on a semester basis following a point system that requires A's and B's in the most difficult classes. To become a lifetime member (Seal bearer) students must have qualified for four semesters during their last three years of high school, including one semester in the senior year. At graduation lifetime members receive a special seal on their diploma, a certificate, and gold cords to be worn at the ceremony.

CORE is now part of the **CSF** and students have the opportunity to become members of the California state honor society opening the door for several scholarships! CSF offers members the chance to earn an important item for their resumes, as well as participating in community service activities. (The motto of CSF is "Scholarship For Service.")

If you are interested, contact the High School Counseling Department or fill out the CSF application on our Website, www.coretca.org. Applications must be submitted during the **open application period** each semester. Late applications cannot be accepted according to state rules. Students will be notified of their application status shortly after applying. Activities and projects to members will be communicated through e-mail.

*** Interested students please note that you must apply **every semester**. Don't assume that your grades will automatically qualify you. If you have any questions about the program or what is required to qualify, please contact the High School Counselor.