



CORE Charter School Student and Parent Handbook

2017-2018

Motto

Personalizing Learning for Student Success

Mission Statement

CORE Charter School, 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 Charter School - Yuba/Sutter Counties:

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

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

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

Basic student contact information will be collected through the school’s website from families who are interested in enrolling in CORE Charter School. Following a publically advertised enrollment period, interested students will be counted to determine if a public lottery is needed. If the number of applications for admission exceeds the number of available openings in an area or program, admission is determined by a random public drawing (or “lottery”).

Enrollment is completed by:

- Submitting student registration information online or by paper
- Submitting requested documents according to law requirements
- Signing a Master Agreement
- Signing an Acknowledgement of Responsibilities

PERSONALIZED LEARNING OPTIONS THROUGH CORE CHARTER SCHOOL

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
- 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 VCIs 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 Charter School 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 Charter School 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 Charter School. 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 Charter School 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 Charter School. 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 Charter School 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 Charter School. 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 Charter School 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 Charter School 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 Charter School.

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.

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Administrative Regulation:

The School Director/designee shall develop a process for the administration or assistance of medication to students who need to take medication prescribed by a physician during the school day in order to attend the resource center.

I. Administration of Medications

Requirements for Administration or Assistance:

- A.** Before the School will allow a student to carry and self-administer prescribed auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:
- 1. A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;**
 - 2.** A written statement by the student's parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.
- B.** New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.
- C.** Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the front desk staff.

Responses to the Parent/Guardian upon Request:

- D.** The School shall respond to the parent/guardian after receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the

student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent:

- E. Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent.

Authorized Personnel:

- F. A nurse who is employed by the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication:

- G. Medication for administration to students shall be maintained at the front in a locked drawer or cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality:

- H. School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the School Director or other designated School employees.

Medication Records:

- I. The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.
- J. The medication record shall contain the following:
 - 1. The authorized health care provider's written statement;
 - 2. The written statement of the parent/guardian;
 - 3. A medication log;
 - 4. Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.
- K. The medication log shall contain the following information:
 - 1. Student's name;
 - 2. Name of the medication the student is required to take;
 - 3. Dose of medication;
 - 4. Method by which the pupil is required to take the medication;
 - 5. Time the medication is to be taken during the regular school day;
 - 6. Date(s) on which the student is required to take the medication;

7. Authorized health care provider's name and contact information; and
8. A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement:

- L. If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made to the School Director/designee, the student's parent/guardian, and the student's authorized health care provider.

II. Emergencies

CPR, First Aid, and AED:

- A. The school will provide CPR, First Aid, and/or Automated External Defibrillator (AED) training annually to all staff members. CPR, First Aid, and the AED will be administered whenever necessary by trained staff.

Resuscitation Orders:

- B. School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. The School Director/designee, shall ensure that all parents/guardians are informed of this policy through the Parent/Student Handbook.

Emergency Contact Information:

- C. For the protection of a student's health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction:

- D. The school will provide emergency epinephrine auto-injectors to trained staff volunteers who may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction.
- E. Trained staff volunteers may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at school.

Opioid Antagonist Administration:

- F. Upon evaluation of emergency medical response time to the school, it is determined that the school will call 911 if a person is suffering or reasonably believed to be suffering from an opioid overdose.

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 Charter School 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

09/08/2016

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.**

500: Students

Dress Code

Approved by Executive Director:
11/09/2006

Updated: 06/13/13
Updated: 08/14/14

Updated: 06/01/16

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
 9. Tattoos and excessive piercings are expected to be modestly covered at all times.
- 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 CORE Charter School 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 CORE Charter School. 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:

- A. CORE Charter School 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. 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. CORE Charter School 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. CORE Charter School 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, CORE Charter School 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.** CORE Charter School 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, CORE Charter School 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.** CORE Charter School 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.** CORE Charter School 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.** CORE Charter School 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.** CORE Charter School 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.** CORE Charter School 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, CORE Charter School 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.

Board Policy:

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

CORE Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. The school complies with Section 504, IDEA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or CORE Charter School employee who referred the student to the Executive Director or designee.

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If CORE Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when CORE Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by CORE Charter School Board of Directors following a hearing before it or by CORE Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three

members who are certificated and neither a teacher of the pupil or a member of CORE Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CORE Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CORE Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to CORE Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious

affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from CORE Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to

CORE Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CORE Charter School's capacity at the time the student seeks readmission.

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

1. Notification of District

CORE Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that CORE Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that CORE Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and CORE Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

5. Special Circumstances

CORE Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

If CORE Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CORE Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by CORE Charter School pending the results of the evaluation.

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

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.

500: Students	High School Diploma Requirements	
Approved by Board of Directors: 05/08/2014	09/08/2016	06/15/17
	UPDATED	UPDATED

Board Policy:

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the school and the state.

The minimum high school diploma requirements shall be the satisfactory completion of the following:

A. Students must have satisfactorily completed the Algebra I or Integrated Math 1 standards.

B. Students must attain a minimum of 220 credits while in grades 9-12.

C. The prescribed course of study for students in grades 9 through 12 shall include a minimum of:

- 1. English – 40 credits
- 2. Mathematics – 30 credits of high school level math (must complete one year of Algebra 1 or Integrated Math 1)
- 3. Science – 10 credits of Life Science and
10 credits of Physical Science and
10 credits other science
- 4. Social Science – 10 credits of World History, and
10 credits of United States History, and
5 credits of Economics, and
5 credits of American Government
- 6. Physical Education- 20 credits
- 7. Life Skills, Vocation Skills,
or Technology – 10 credits
- 8. Foreign Language / VAPA 10 credits
or CTE
- 9. Electives – 50 credits

D. A list of specific courses approved by the school, which meet graduation requirements, will be published in the High School Catalog and/or Parent /Student Handbook.

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 Charter School 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.