

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodi Unified School District	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a non-classroom based charter school, Rio Valley Charter School was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled RVCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Rio Valley students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher.

All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Rio Valley Charter School presented the LCAP COVID-19 Operations Written Report to the Pacific Charter Institute School Board of Directors and public at the June 11, 2020 board meeting. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. Notification of the meeting was provided to all stakeholders through our web page. In addition, all families were provided course information in the Spring of 2020 allowing for course selection and materials for the 2020-2021 school year.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need.

Rio Valley staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Rio Valley Charter School governing board is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20.

The school board for Rio Valley Charter School offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

[A summary of the feedback provided by specific stakeholder groups.]

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly.

In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on positive stakeholder input, Rio Valley Charter School was able to ensure continuity of individualized learning for each student. General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year include a four-fold expansion of virtual course offerings.

Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Rio Valley Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student.

Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2019-2020 school year, PCI counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Rio Valley Charter School offers virtual opportunities for our students through:

1. Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
2. The Virtual Advantage classes for middle school and high school students.

3. All site based classes offered through Teams

In all programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog (Attachment A) on the PCI website, as well as individual site schedules.

— Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing.

All programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independents study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience addressing specific areas of writing, may elect to participate in asynchronous sessions that provide direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, PCI administers the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic will be administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use the data to identify students who need additional support, intervention, and progress monitoring.

Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days)

The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

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Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

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Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

In relation to Distance Learning, there has been no adjustment in staff roles and responsibilities as a result of COVID-19.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Not Applicable

In relation to Distance Learning, Rio Valley Charter School serves as an independent study educational model as a non-classroom based charter school as per Ed Code 43506.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Not Applicable, see above.		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

With the independent study model in place prior to the pandemic, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English Language Learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This assessment provides the teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff administers additional benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path Diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The diagnostic assessment is administered multiple times throughout the school year to assess for learning progress and reassessing learning paths. The diagnostic not only screens students' current knowledge, but provides immediate learning paths, which address gaps in their learning.

The Exact Path learning paths are adaptive and provide continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess progress of educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school year to monitor student regression and/or maintenance of goals based on their Individualized Educational Plan (IEP.)

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted, with school counselors and the FIT (Families In Transition) program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events.

Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis

outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In addition to all state-mandated assessments, Rio Valley Charter School administers the Exact Path Diagnostic assessment to all students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator, and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

The Exact Path Diagnostic creates a learning path using the Exact Path intervention program allowing students to excel in filling academic holes. This proven tool allowed students during the 2019-2020 school year to complete over 25523 lessons using this program at Rio Valley Charter School.

The DIBELS Assessment provides series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

Exact Path and DIBELS both provide foundational information when launching curriculum for students. The baseline support of the tools allow for appropriate benchmarks and achievement measuring throughout the school year.

The independent study model focuses on each student's individual needs and strengths. As a result, our students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The English Learner Program Specialist work hand in hand with credentialed teaching staff to identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. Rio Valley ensures all EL students access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, as well as online interventions that meet the needs of our EL population.

For any K-12 student enrolling in the state of California for the first time, the family must complete a Home Language Survey. If the response to the first or second question on that survey is any language other than English, the student must take the Initial English Proficiency Assessment for California (ELPAC) Assessment to determine language status. Students take this assessment one time within 30 calendar

days of enrollment, year-round (Current pandemic may allow for a waiver to extend to 45 days). Any student with an EL language status is required to participate in the Summative ELPAC Assessment annually until he/she is reclassified as per state and local county office education criteria.

In addition to the state-mandated assessments previously described, PCI administers the Exact Path Diagnostic assessment for all students, including ELs, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The overall ELPAC score and the Exact Path Diagnostic results help guide appropriate placement for PCI ELs and are outlined in the PCI English Learner Program and Support Pathway. There are three components (tiers) to the comprehensive ELD program which includes:

Tier 1- Core English Language Arts (ELA) Curriculum is tier-specific and is based on the academic achievement level of each EL:

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2 -Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia -

Core 5: K-5

Power Up: 6-8

Exact Path

Rosetta Stone - English

ELPAC Practice Tests

All teachers with ELs on their caseload are provided with regular communication from the EL Program Specialist regarding recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs; all of which is also outlined in the EL Program and Support Pathway.

Once an EL meets the required criteria set forth by the state and local county office of education, he/she is Reclassified Fluent English Proficient (RFEP). This is done in conjunction with teacher evaluation, a review of mastery in ELA and math, and parental input and consultation. Once an EL is reclassified, the student is proficient in English and no longer requires English Language Development (ELD) designated language support. The English Learner Program Specialist must still work with teachers with RFEP students to ensure that his/her progress continues to be monitored for a minimum of four years after being reclassified to ensure that:

- the student was not prematurely exited
- any academic deficit has been remedied
- the student is meaningfully participating in the standard instruction program comparable to

their English only speaking peers

Internal electronic forms have been created to aid in this process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use fall, winter, and spring data to identify students who need additional supports, intervention, and progress monitoring.

The independent study model focuses on each student's individual needs and strengths. Consequently, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The school established academic goals for all students to complete a-g coursework at the high school level. All students have access to, adopted grade level curriculum allowing them the ability to remain at grade level or near grade level with the support of the credentialed teacher and the parent.

All curriculum and assessment results for students is sortable by state identified demographic categories for analysis and trends. With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The Exact Path diagnostic assessment is administered multiple times during the school year to monitor progress and reassessing learning paths. The assessment not only screens students' current knowledge, but provides immediate learning paths addressing gaps in student learning.

The Exact Path learning paths are adaptive and are providing continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess for progress on educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school to assess for students regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports increased with school counselors and the FIT program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
As described above, Rio Valley Charter School does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.		

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly check in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing.

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. (Tier 2), written and online surveys will be sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

- The procedures for tiered re-engagement strategies for pupils who are absent from distance learning.
- How the LEA will provide outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Considerations

- Utilize the Multi Tiered System of Support (MTSS team to maintain documentation of pupils that are frequently absent and document methods used to re-engage them.
- Develop and use a consistent attendance monitoring tool.
- Consider including SART/SARB interventions, inclusive of guidance from Public Health, when creating written procedures since that SART/SARB processes are a form of tiered re-engagement for students.
- Consult with SIS to determine if fields should be modified for taking attendance of distance learning or combined days of distance and in-person learning. For example, develop a drop down menu representing how teachers know the student was in “attendance” for the day (turned in work, completed assessment, logged into a class meeting, phone call, virtual collaboration with a small student group with verification by teacher). Pacific Charter Institute and its family of schools has a clear policy for student engagement in its parent handbook. (PCI Parent/Student Handbook, Attachment B) When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction.

Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at (school). This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

To start the 2020-2021 school year, teachers offered virtual Back to School Night for parents and students. The purpose of these events was multi-layered, each layer offering a foundation of support and community engagement. On a most basic, yet critical level, the virtual BTSN gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to introduce him/herself, describe the school, school policies, curriculum, and synchronous as well as asynchronous instruction. In addition to building the family toolkit for instruction, the teacher also used the time to build community across students and parents. Parents and students alike were introduced, each family able to share with the group. With both students and parents present, students were able to offer translation services to parents who are unable to understand English. Even more, it was an opportunity for families who share the same home language to meet and create internal supports. SPED students and families attended this meeting as well as a meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. During this time, class “jobs” were created for families to provide support for one another. While the “jobs” varied across the school, they included tech support, classroom greeters, birthday notices, sunshine club, and student buddies. Back to School Nights created a strong start to community-based online classroom.

The LEA will provide outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss. All (school) sites have an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

The LEA ensures that processes are accessible to all parents and families (distribution method, internet accessibility, various languages) by using an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

The LEA communicates the procedures for pupils engaged in distance learning through Technology Boot Camps for Distance Learning. Technology Boot Camp workshops introduce students to their equipment and teachers. Students in Technology Bootcamp learn:

- Computer maintenance procedures
- Use of tech. tools
- Electronic communication norms
- How to create, save, and share files
- How to access programs and info for each course
- Organization & note-taking strategies.

The LEA has developed procedures and protocols that address distribution method and internet accessibility. Students in Technology Bootcamps will:

- Sign out equipment including computers and wireless hotspots, textbooks, and other supplies.
- Get access codes and experiment with online tools
- Plan for equipment collection later.

Technology bootcamps are supported by general education teaching staff to ensure all students (including students whose native language is other than English) in virtual boot camp understand procedure and protocols of distance learning, distribution method, internet accessibility

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers; those serving students with special needs and English Learners, as well as school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future review to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Failure to attend mandatory testing

Behavioral

Exhibiting offensive behavior towards a staff member or student

Failure to comply with the PCI behavior or school policy

Each infraction is documented in the SIS.

The first two warnings are designed to serve as informative, providing the student (1st warning) and the parent (2nd warning) opportunity to address the concern. In the event corrective actions have not adequately addressed concerns, a 3rd warning requires a meeting with student, parent, teacher(s), and appropriate support staff (Counselor, Administrator, or Special Ed. Coordinator) to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence. Any further misconduct will result in the student being expelled or dis-enrolled.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Rio Valley Charter School is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	26,056.50	Yes
Pupil Learning Loss	Director of Student Services	48,890.00	Yes
Pupil Engagement and Outreach	EL Program Specialist	26,056.50	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Edmentum Online Applications	57,200.00	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	SPED Program Support	719,505.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.55%	1,072,218.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to this is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students.

When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention.

Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially critical during the COVID-19 crisis.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Because our services were provide through an independent study model before the pandemic, our students have, by in large, not experienced learning loss due to COVID. Although we do not anticipate an increase in services, we will continue to improve our rigorous academic support for all special populations.

In review, our programs will continue support for all students through the Exact Path Diagnostic assessment for all students, including Els foster youth and low income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continue to offer the following tiered approach:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:
Academic Vocabulary Toolkit

Tier 3- Interventions:
Lexia – K-12
Core 5: K-5
Power Up: 6-8

and
Exact Path
Rosetta Stone - English

All teachers who support at risk students are provided with regular check ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.



PACIFIC CHARTER INSTITUTE'S

HOMESCHOOL VIRTUAL PROGRAM CATALOG

DESCRIPTIONS & SCHEDULES
2020-2021

Updated 8/20/20



V.O.L.T.S

(VIRTUAL
OPPORTUNITIES TO
LEARN TOGETHER)
FOR OUR ELEMENTARY
HOMESCHOOLING
FAMILIES

THE VIRTUAL ADVANTAGE

FOR MIDDLE SCHOOL
AND HIGH SCHOOL
STUDENTS

Pacific Charter Institute

In both programs, our
credentialed teachers
interact with students and
families in real-time through
secure online environments.

Contact your teacher for
sign-up procedures.

Waitlists are forming for
additional sections!

PacificCharters.org





Pacific Charter Institute's Virtual Programs: Descriptions & Schedules 2020 - 2021

Pacific Charter Institute offers virtual opportunities for our students through *two* programs:

- *V.O.L.T.s (Virtual Opportunities to Learn Together)* geared toward our elementary homeschooling families
- *The Virtual Advantage* classes for middle school and high school students

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments.

**Contact your teacher for
sign-up procedures.**

**Waitlists are forming for
possible new Fall
sections!**

**Classes are subject to change.
Please check with your counselor for
the most recent schedule.**

The V.O.L.T.s Program

Virtual Opportunities for Learning Together

- Virtual meetings with other students are key to these classes led by our own professional teachers.
- Office hours are available to students for additional help.
- Some are comprehensive (the whole course) and others are supplemental (just some skills).
- Check the course description for specifics

Fractions & Decimals & Percentages: Oh My!

Grades: 4th – 7th (or teacher recommendation)

Supplemental ~ Students enrolled in this class should also have a math program/ curriculum that they are working through.

Using the “KEY TO” books as a guide, students will review and practice addition, subtraction, multiplication, division, order of operations with fractions, decimals, and percentages. This can be used as first instruction or remediation to build fluency.

Prerequisite: Students should know basic whole number math facts

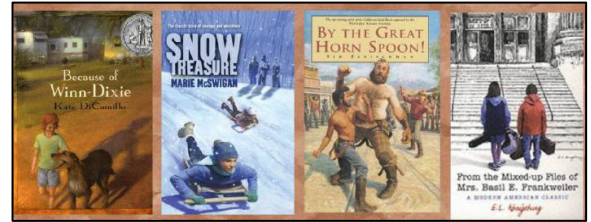


Readers Theater

Grades: 6th-8th

Supplemental ~ Students enrolled in this class should also have a language arts program/curriculum that they are working through.

Students will explore various Shakespeare scenes and tentatively read the full play, *The Taming of the Shrew*. Students will read a screen play and compare it to its film version. Students will be introduced to the history of theater, complete some fun projects (make a theater mask, create a costume, and design a stage setting for a scene). Students will read to convey meaning using voice, facial expressions, and gestures. Students will develop reading fluency and vocabulary while improving listening and speaking skills. Homework will include reading, projects, and writing.



Adventures in Reading

Grades: 4th-6th (or teacher recommendation)

Supplemental ~ Students enrolled in this class should also have a language arts program/curriculum that they are working through.

Students will read and discuss great novels together. This year's selections include Because of Winn Dixie by Kate DiCamillo, Snow Treasure by Marie McSwigan, By the Great Horn Spoon by Sid Fleischman, and From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg. Focus is on comprehension, vocabulary, and literary devices.

Students may read in any format (including audible books)

Science for the Family

Grades: K-5

Comprehensive ~ Homeschooling families will be supported in the full implementation of Carolina 3D elementary science curriculum.

Students will experience the Next Generation Science Standards using quality science materials. Each unit is built on an anchoring phenomenon that lead students to model, explain, investigate, and design solutions. A full year of participation will cover Earth, Physical and Life Science units. The class incorporates teacher led inquiry along with support for parent educators to continue teaching lessons between classes. Parent participation is highly recommended in grades K-2.



V.O.L.T.s

Virtual Opportunities for Learning Together

Subject	Grade	Teacher	Days	Hours	Enrollment
Fractions & Decimals & Percentages: Oh My!	4th-7th	Karlsruud	Th	10:30-11:30 am	Waitlist
Adventures in Reading	4th-6th	Gonzales	Tu	10:00-11:00 am	Waitlist
Readers Theater	7th-12th	Aronsen	W	1:00-2:00 pm	Limited availability
Science for the Family (Kinder)	K	Marquiss	Th	9:00-10:00 am	
Science for the Family (First)	1	Gunn	Th	10:00-11:00 am	
Science for the Family (2nd)	2	Dye	Th	11:00-12:00 pm	
Science for the Family (3rd)	3	TBD	Th	12:30-1:30 pm	
Science for the Family (4th)	3 rd -5 th	Bradshaw	Th	1:30-2:30 pm	Limited availability
Decoding B2 (3 rd -12 th) (See Class Description)	3 rd +	Griffin	Tu/Th	10:00-11:30 am	Assessment Required

RECORDED VOLTS: Additional previously-recorded VOLTs providing instruction on key grade-level standards are available to our families. Please contact your teacher for updated access information for the 2020-21 school year.

- English Language Arts (2nd- 5th grades) HMH *Journeys* Curriculum
- English Language Arts (6th-8th grades) *StudySync* Curriculum
- Math (2nd- 6th grades) HMH *Go Math* Curriculum
- Science (3rd-5thgrades) *Carolina 3D* Curriculum

Additional Elementary Sections are Expected! Join a Waitlist to Show Your Interest!



The PCI Virtual Advantage

(Middle & High School)

Flexibility – Attend live class online from any location.

Support – Taught by highly-qualified credentialed teachers AND free in-person tutoring available in multiple locations.

Collaboration – Students have the opportunity to work together and to get to know their peers in real time.

Current and Accredited – Activities meet current standards and pacing to ensure that students are adequately prepared for future courses and for standardized tests.

Transparent – Parents are included in all student communications. Classes are recorded so that both students and parents may refer back to any lesson on their own time as needed. Assignments are given in advance so that families can plan their homework schedules.

Tools – Technology and textbooks are provided as needed.

Time – Most classes meet 2 days per week for 90 minutes (virtual attendance required) and may have 3-4 hours per week of homework (study/practice time). High school science classes also require wet lab attendance (see schedule for location & time choices).

7.1 Angle Bisectors
Vocabulary & Formulas
Bisect
Equidistant
► **Bisect** = cut into 2 equal parts
1. What are the steps to bisect an angle?
2. What do we know about any point on the ray that bisects the angle?
► Construct the angle bisector of $\angle ABC$ on figure left using a compass and straightedge.
► Use a protractor to draw an angle with the given measure. Then use a compass and straightedge to construct its angle bisector.
④ $m\angle PQR = 72^\circ$
① Construct a 60° angle whose vertex is point X.
► On a copy of angle left, construct the angle with the given measure by constructing the angle bisector. Use only a compass and straightedge.

20.3 SAS
Vocabulary & Formulas
► Are these Δ 's \cong ? Prove it.
Given: \overline{CD} bisects \overline{AE} and \overline{AE} bisects \overline{CD}
Prove: $\triangle ABC \cong \triangle EBD$
SAS (side-angle-side) $\Delta \cong$ thm
 $\angle C \cong \angle B$
 $\overline{CB} \cong \overline{DB}$
 $\angle A \cong \angle E$
 $\triangle ABC \cong \triangle EBD$ SAS
Given: \overline{BD} is the perpendicular bisector of \overline{AC} .
Prove: $\triangle BDA \cong \triangle BDC$

Note: Families should arrange a quiet workspace for students to log in during class time and be able to accommodate transportation if applicable to receive scheduled tutoring or lab support.

The PCI Virtual Advantage

MATH Courses

Subject	Grade	Teacher	Days	Hours
Middle School Math Course 1	6 th	Gomes	W/F	9:30-11:00
Middle School Math Course 1 CLOSED	6th	Rogers	M/W	12:00-1:30
Middle School Math Course 2	6 th /7 th	Navarro	M/W	8:00-9:30
Middle School Math Course 2	7 th	Hsieh	M/W	9:30-11:00
Middle School Math Course 2	7 th	Gomes	Tu/Th	11:00-12:30
Integrated Math Readiness CLOSED	8th	Hsieh	M/W	8:00-9:30
Integrated Math Readiness CLOSED	8th	Rojas	M/W	8:00-9:30
Integrated Math Readiness CLOSED	8th/9th	Navarro	M/W	11:00-12:30
Integrated Math Readiness	<u>8th</u>	<u>Stern</u>	<u>M/W</u>	<u>10:00-11:30</u>
CP Integrated Math 1 CLOSED	9th-12th	Gomes	M/W	8:00-9:30
CP Integrated Math 1 CLOSED	8th-12th	Rojas	T/Th	8:00-9:30
CP Integrated Math 1 CLOSED	9th-12th	Navarro	Tu/Th	9:30-11:00
CP Integrated Math 1	<u>9th-12th</u>	<u>Stern</u>	<u>Tu/Th</u>	<u>9:30-11:00</u>
CP Integrated Math 2	<u>9th-12th</u>	<u>D'Morias</u>	<u>M/W</u>	<u>9:30-11:00</u>
CP Integrated Math 2 CLOSED	9th-12th	Schnase	M/W	9:30-11:00
CP Integrated Math 2 CLOSED	9th-12th	Gomes	Tu/Th	8:00-9:30
CP Integrated Math 2 CLOSED	9th-12th	Navarro	Tu/Th	8:00-9:30
CP Integrated Math 2 CLOSED	9th-12th	Stern	Tu/Th	8:00-9:30
CP Integrated Math 3	<u>10th-12th</u>	<u>Schnase</u>	<u>M/W</u>	<u>8:00-9:30</u>
CP Integrated Math 3 CLOSED	10th-12th	Gomes	T/Th	9:30-11:00
CP Pre-Calculus	<u>10th-12th</u>	<u>D'Morias</u>	<u>M/W</u>	<u>8:00-9:30</u>
Probability & Statistics	Cancelled			
CP Calculus	Cancelled			

Classes are subject to change.
Please check with your counselor for
the most recent schedule.

The PCI Virtual Advantage

SCIENCE Courses

Subject	Grade	Teacher	Days	Hours
Middle School Science 2	7 th	Jackson	M/W	9:30-11:00
Middle School Science 2	7 th /8 th	Frizzell	M/W	11:00-12:30
Middle School Science 3	8 th	Jackson	T/Th	9:30-11:00
CP Physical Science	9 th	Frizzell	M/W	9:30-11:00
CP Physical Science CLOSED	9th	Stewart	M/W	11:00-12:30
CP Physical Science	9 th	Frizzell	Tu/Th	11:00-12:30
CP Biology	10 th -12 th	Frizzell	Tu/Th	9:30-11:00
CP Biology	10 th -12 th	Bristow	M/W	1:00-2:30
CP Biology	10 th -12 th	West	Tu/Th	11:00-12:30
CP Biology	10 th -12 th	Bristow	Tu/Th	11:00-12:30
CP Physics	10 th -12 th	Frizzell	M/W	1:00-2:30
CP Chemistry Closed	11th-12th	Fae	M/W	8:00-9:30
CP Chemistry Closed	11th-12th	Fae	M/W	9:30-11:00
CP Chemistry	11 th -12 th	Fae	T/Th	2:00-3:30
Labs (Bio, Chem, Physics)			1x mo. Friday	9:00-12:00

Additional Courses

Subject	Grade	Teacher	Days	Hours
MS Computer Science Closed	6th-8th	Pattee	M	9:30-11:00
MS Computer Science Section B	6 th -8 th	Stewart	W	9:30-11:00
CP Intro to Computer Science (Amazon)	9 th -12 th	Schnase	M/W	1:00-2:30
Computer Science Principles	9 th -12 th	Pattee	M/W	11:00-12:30
AVID (RVCS & HPCS only)	9 th -10 th	Lackie	T/TH	10:00-11:30
Decoding C1	7 th -12 th	Griffin	T/Th	11:30-1:00
(See Class Description. Assessment required.)				

Virtual Advantage Science Course Descriptions

MS Science Course 1

The virtual 6th-grade integrated science course and included laboratory investigations are aligned to NGSS. Six units of study will include: Scientific Method; Space Systems; History of Earth; Earth's Systems; Weather & Climate; Human Impacts. Students will receive lab kits for hands-on labs virtually lead by the teacher. Support materials include: Virtual Hardware (computer, headset, writing tablet), Discovery Techbook, lab kit, and Gizmos®. **Not currently being offered in Fall 2020.**

MS Science Course 2

The virtual 7th-grade* integrated science course and included laboratory investigations are aligned to NGSS. Six units of study will include: Scientific Method; Ecosystems; Populations & Communities; Environmental Issues; Earth-Moon-Sun Systems; Cells; Genetic Traits and Reproduction. Students will receive lab kits for hands-on labs virtually lead by the teacher. Support materials include: Virtual Hardware (computer, headset, writing tablet), Discovery Techbook, lab kit, and Gizmos®. ***Open to 6th-8th grade.** Proficient math & reading RIT recommended.

MS Science Course 3

The virtual 8th-grade* integrated science course and included laboratory investigations are aligned to NGSS. Six units of study will include: Scientific Method; Matter; Energy; Plate Tectonics; Energy & Waves; Technology & Design; Forces. Students will receive lab kits for hands-on labs virtually lead by the teacher. Support materials include: Virtual Hardware (computer, headset, writing tablet), Discovery Techbook, lab kit, and Gizmos®. ***Open to 6th-8th grade.** Proficient math & reading RIT recommended.

Biology

This A-G approved Biology course and included laboratory investigations are aligned to NGSS. Seven units of study will include: 1. Ecosystems Interactions & Energy; 2. History of Earth's Atmosphere: Photosynthesis & Respiration; 3. Evidence of Evolution; 4. Inheritance & Variation of Traits; 5. Structure, Function, and Growth (from Cells to Organisms); 6. Ecosystem Stability and the Response to Climate Change. Scientific practices will be developed using observation, experimentation, modeling, analysis of evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and analysis of data, manipulation of variables in experiments, & identification of sources of experimental error. Support materials include: Virtual Hardware (computer, headset, writing tablet), Discovery Techbook, and Gizmos®. **Wet labs required** with locations & dates TBD. **Prerequisites: Must be 9th grade or older. Proficient reading skills. Algebra 1 or Integrated Math 1 (may be taken concurrently)**

Chemistry

This A-G approved Chemistry course and included laboratory investigations are aligned to NGSS. Four units of study will include: 1. Atoms, Elements and Molecules; 2. Chemical Reactions; 3. The Dynamics of Chemical Reactions; 4. Heat and Energy in the Earth system. Scientific practices will be developed using observation, experimentation, modeling, analysis of evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, & identification of sources of experimental error. Support materials include: Virtual Hardware (computer, headset, writing tablet), Discovery Techbook, and Gizmos®. **Wet labs required** with locations & dates TBD. **Prerequisites: Must be 10th grade or older. CP Biology and Algebra 1 or Integrated Math 1 (may be taken concurrently)**

Physical Science

This A-G approved course includes Earth and Physical Science and is intended as an introductory lab science for 9th graders. Its purpose is to engage students in the real-life world of their own Earth while introducing models of matter and energy and how they work. Extra emphasis is placed on NGSS Cross Cutting Principles and Science and Engineering Practices as a foundation for future success in Biology, Chemistry and Physics. Select Disciplinary Core Ideas in Earth and Physical science are addressed.

This course includes written lab reports, individual presentations, internet simulations, research papers and engineering unit projects. AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) are strategically used throughout the course. Support materials include: Computer hardware, Discovery Techbook, Biozone E-Book Earth Science and Physical Science, and Gizmos. A monthly wet lab is not required for this course.

Virtual Advantage Math Course Descriptions

Middle School Math Course 1

An integrated middle school math class focused on **6th grade** math standards. First semester will cover understanding of positive and negative numbers, operations on fractions and percentages, an introduction to square and cube roots, ratios, and algebraic expressions. Second semester will continue an exploration of algebraic equations and simple inequalities and points on the coordinate plane before moving into the geometric concepts of area, circles, surface area, and volume, concluding with an introduction into statistics. Students entering this course need to know how to add, subtract, multiply, and divide whole multi-digit numbers fluently. **Open to 5th-7th grade.** Minimum 218 RIT score recommended.

Middle School Math Course 2

An integrated middle school math class focused on **7th grade** math standards to prepare students for the higher level of thinking required in college prep classes. First semester will cover operations on integers, conceptual understanding of rational and irrational numbers, operations on algebraic expressions, and solving multi-step algebraic equations and inequalities and direct and inverse relationships. Second semester will cover angle and line relationships, plane geometry and geometric constructions, volume & surface area of solids, probability statistics, and start properties of exponents and scientific notation. Students entering this course need to know how to add, subtract, multiply, and divide fractions and decimal numbers proficiently. **Open to 6th-8th grade.** Minimum 223 RIT score recommended.

Integrated Math Readiness

An integrated middle school math class that fuses key skills from **8th grade** and algebraic skills covered in the Integrated Math 1 course in order to best prepare students for the rigor of the college classes. First semester will cover integers, real number properties, proportions, solving and graphing linear equations, and an intro to functions. Second semester starts with statistics, followed by exponents, and then moves through a review of volume and surface area, introduces geometric transformations, and finishes with constructions of geometric figures. Students entering this course should have **passed MSM course 2 or equivalent**, have strong skills with fractions, decimals, integers, and at least basic understanding of solving 1- 2 step equations and using formulas. **Open to 8th-10th grade.**

Integrated Math 1

A college prep course that integrates Algebra and Geometry concepts. Students cover the concepts of solving and graphing linear equations, inequalities, and systems of equations and inequalities. Understanding that there are different types of functions and patterns to represent different situations, students explore real-life problems, including geometric and statistic-based problems. Students are introduced to the basic tools of geometry including basic transformations of figures. Students explain their processes logically to build a foundation for formal proofs. This course meets the CA Algebra graduation requirement and is approved for UC A-G requirements. Students should have strong pre- algebra skills to ensure success. **Open to 8th-12th grade.** Minimum 230 RIT score recommended.

Integrated Math 2

A continuation of Integrated Math 1, this college prep course also integrates Algebra and Geometry concepts. Students cover the concepts of solving and graphing non-linear equations and inequalities, particularly quadratic equations. Students take a deeper look at different types of functions and patterns to represent different situations in real-life problems, including geometric and statistic-based problems. Students expand their understanding of geometric proofs and transformations, exploring properties of quadrilaterals, triangles, and circles to build and solve equations. This course is approved for UC A-G requirements. **Open to 9th-12th grade. Students must have successfully completed Integrated Math 1 or Algebra 1 CP** (First semester Geometry recommended).

Integrated Math 3

The last in the CP Integrated Math series, this college prep course also integrates concepts from Algebra, Geometry, and Statistics. Students take a deeper look at different types of functions including polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; as well as geometric, circle, and trigonometry proofs. All concepts will include real-life problems that emphasize the student's reasoning and decision-making process in preparation for higher level math such as Calculus or college statistics. This course meets UC A-G requirements. **Open to 9th-12th grade. Students must have successfully completed Integrated Math 2 or Algebra 1 and Geometry.**

More Virtual Advantage Math Course Descriptions

Pre-Calculus

Students will expand their understanding of functions including graphing and solving linear and polynomial functions, trigonometric, logarithmic, and exponential functions, and basic conic sections including circles, ellipses, hyperbolas, and parabolas. This course includes a full semester of trigonometry to prepare students for the rigor of calculus and a solid understanding of sequences and series to prepare students for more advanced statistics.

Prerequisite: Algebra 2 or Integrated Math 3. In order to be successful in this course, students are expected to have mastered the following skills in their previous courses: Neatly and accurately sketch graphs of points, lines, and parabolas; solve for a given variable in a formula or equation, including linear, absolute value, and quadratic; basic manipulation of logarithmic and exponential functions; general knowledge of polynomial expressions and basic Euclidean geometric properties; and express logical thought process in writing.

Calculus

Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. This course is the first step in a new branch of mathematics, beyond an extension of what you have learned before. Since passing the AP exam earns college credit for this course, material will be presented with the same level of depth and rigor as entry-level college calculus courses. Topics to be covered include: limits and continuity of functions, the definition of the derivative and differentiation of functions, applications of the derivative, techniques of antidifferentiation, and applications of the definite integral. In order to be successful in this course, **students are expected to have mastered the skills in Pre-Calculus.**

SB 359

All 9th grade students are required to take a math placement test at the beginning of school year to determine appropriate math level.

Additional Course Descriptions

AVID (Advancement Via Individual Determination)

The focus of this virtual elective course is to promote student centric problem solving and increase of content mastery through inquiry and collaboration. AVID training prepares students for success in both college and career. Currently Available Only to HPCS & RVCS 9th & 10th grade students.

Middle School Explorations in Coding I

This **middle school** computer science course is a blended online course that covers foundational concepts and skills of computer science. The course is designed to be fun, engaging, relevant, collaborative, and creative - and help demonstrate that all students can be successful in computer science. Students will build their understanding of core computing concepts through interactive project-based coding practices using a unique drag-to-text toolkit that helps students gain familiarity with Python syntax and commands. Additional online and offline activities will challenge students to problem solve and think critically.

CP Introduction to Computer Science (Amazon)

An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. *No prior computer science knowledge or experience is necessary.*

Computer Science Principles

The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

Project-Based and Collaborative Learning Approach: Using project-based lessons and materials throughout, students will work to address real-world problems and design solutions to put computational thinking into practice. These culminate in a capstone Performance Task project where students can demonstrate what they've learned - to become creators, instead of merely consumers, of the technology all around them. This course will prepare students for the end-of-course AP Exam.

Decoding

Direct Instruction-based **reading intervention** for students in **Grades 3-12** who are reading below grade level. Four levels for decoding and an additional four levels for comprehension address the varied reading deficits and skill levels found among older students. **Placement exam required before program enrollment.**



Pacific Charter Institute



Pacific Charter Institute

2019 - 2020 PARENT / STUDENT HANDBOOK



MISSION STATEMENT

Pacific Charter Institute schools empower students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.



OUR VISION

Pacific Charter Institute is developing educated individuals in Northern California who will spread the wealth of knowledge worldwide in a meaningful way.



Pacific Charter Institute

Corporate Office: 1401 El Camino Ave., Ste. 510, Sacramento, CA 95815

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(A.) WELCOME

Dear Parents and Legal Guardians,

Welcome to Pacific Charter Institute—home of Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy. We are honored that you have chosen us to be a partner in your child's education. PCI has a long history of providing educational excellence to every student. Whether you choose the Independent Study or Homeschool model, our goal is for your student to succeed. To achieve success, each person must fulfill an important role in the academic triangle, which consists of the teacher, parent/guardian and student. Commitment from each person is critical. We ask only that the family support their child's effort to become and remain a life-long learner.

Our teaching staff is comprised of highly qualified credentialed teachers who have come to us with a vast amount of experience. It is their responsibility to provide high quality curriculum and teaching strategies to make sure your student can meet the rigorous academic standards set forth by the state of California. Our teachers will communicate with you regularly to ensure that your student is progressing towards these goals.

As the parent/guardian, your critical role is to make sure that your student is completing all tasks as assigned, attending teacher meetings, and mandatory school events such as MAP and CAASPP testing. We value your input and expertise and look forward to partnering with you.

Students who enroll in a Pacific Charter Institute school are 21st century learners who are looking for a unique learning model that serves their academic and social needs. Our students are focused and driven, with a strong desire to succeed. Students agree to attend teacher meetings and classes on time with work completed accurately. Students are responsible for their behavior and actions and are committed to daily learning.

We take bullying and harassment very seriously at every one of our PCI locations, and we adhere to all state of California laws and rules on this important subject. We want to partner with you, the parents and legal guardians of PCI students, in preventing all forms of bullying and making school a safe and healthy experience for all. We encourage you to talk about bullying and harassment with your children and the negative effects it can have on them and others with whom your children interact. Finally, we appreciate ideas or suggestions you may have, so please feel free to share yours with us.

Thank you for entrusting our schools with your children. We look forward to building a solid partnership with you and your student. Please do not hesitate to reach out to your child's teacher, principal or school director with any questions you may have throughout the school year. We look forward to exceeding your expectations and maximizing the academic pursuits of all of our students.

Once again, thank you for choosing Pacific Charter Institute. I am available to you at any time by phone or by email.

Sincerely,

Dr. Paul Keefer

Paul Keefer, MBA, Ed. D.
Executive Director, Pacific Charter
Institute pkeef@pacificcharters.org

(B.) HISTORY OF PACIFIC CHARTER INSTITUTE

In 2004, Sonja Cameron and Paul Keefer started a non-profit corporation called Pacific Charter Institute (PCI). The original board members from PCI that still serve our school include Dr. Rex Fortune and Gary Borden. The goal of PCI included the development of charter schools in California. As of 2015, Pacific Charter Institute operates four charter schools serving 11 counties in Northern California.

Heritage Peak Charter School. After collaborating with the Rio Linda Union School District (RLUSD), Heritage Peak Charter School was approved by the RLUSD school board in February of 2005. RLUSD was a gracious host, offering Vineland Elementary in Rio Linda as our school location. We quickly grew by welcoming new teachers whom Mrs. Cameron and Dr. Keefer had worked with at a prior school.

Rio Valley Charter School. Pacific Charter Institute (a tax exempt, non-profit corporation) opened a learning center in Lodi, California serving students that required a different academic model. Rio Valley Charter School began in 2009 when it transitioned from a learning center for its PCI sister school, Heritage Peak Charter School, into its own statewide benefit charter school sponsored by Lodi Unified School District. Since that time, Rio Valley has successfully prepared a wide cross-section of students both socially and academically for graduation and beyond. In 2014, Rio Valley Charter School earned a six year WASC Accreditation.

Valley View Charter Prep. Valley View Charter Prep was founded on the principle that education works best when it is tailored to the individual student. Our goal is to work cooperatively with students, parents and the broader community to empower VVCP students' learning. We leverage the flexibility of the independent study and home school model to develop each student's greatest potential. By building upon the hard work and reputation of its parent organization, Pacific Charter Institute, VVCP is positioned to provide superior service to students throughout Contra Costa, Alameda, Santa Clara, and Stanislaus Counties. VVCP is a non site-based school.

Sutter Peak Charter Academy. Sutter Peak Charter Academy, established in 2015, is the newest school within Pacific Charter Institute's family of schools. Creating a family-centered school community that fits the individual, academic and social needs of each student is of the highest priority. We provide rigorous studies to fit the individual needs of our students. Sutter Peak is a non site-based school serving homeschool and independent study students. SPCA provides superior service to students throughout Butte, Colusa, Placer, Sacramento, Sutter, Yolo and Yuba Counties.

(C.) PACIFIC CHARTER INSTITUTE CORPORATE OFFICE

Corporate Office Main Line:	(866) 992-9033
Business Department/Accounts Payable	Ext: 3020/3021
Career Tech Education (CTE)	Ext: 3061
Counseling	Ext: 3060
Executive Director	Ext: 3000
Human Resources	Ext: 3004/3002
Information Technology	Ext: 3050/3052/3053
Registrar	Ext: 3051
Student Services Director	Ext: 3009
Special Education Department	Ext: 3009

(D.) HELPFUL HINTS FOR GETTING STARTED

- Read and familiarize yourself with the PCI Parent / Student Handbook
- Stay in contact with your teacher
- Questions are important! Keep a log of questions and information that need to be discussed at each teacher meeting
- Use the Parent Portal in PowerSchool to view your student's academic progress; each family will be issued a parent login into the portal.

(E.) ANNUAL STUDENT INFORMATION PACKET (AIP)

The *Annual Information Packet (AIP)* is given to new and returning students to take home to parents/guardians each school year. The packet contains important documents for parents/guardians and students to review and keep. Read all the information carefully and contact your teacher, Principal or Site/Program Leader, or Director if you have any questions after reviewing documents in the AIP.

(F.) LEARNING MODELS

Pacific Charter Institute offers four learning models (availability varies from school to school):

- **Homeschool:** Parent/Guardian is the home educator for the student and receives support from an assigned, highly-qualified teacher. Parent/Guardian is involved with the curriculum choices for the student and makes weekly lesson plans. The teacher assists with aligning the chosen curriculum to the California Standards and assesses the student to ensure adequate progress is being made. Parent is confident and familiar with the home education process and takes primary responsibility for the educational program of their student. The parent and student do not meet at or attend classes at a resource center.
- **Independent Study (off campus):** 7th-12th grade students participate in weekly face-to-face meetings with an assigned, highly-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at an agreed upon location in the community (home, library, etc.) and does not attend classes at a school's resource center.*
- **Independent Study (On campus):** Students participate in weekly face-to-face meetings with an assigned, highly-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. In addition, students have access to on-site support and/or site-based classes. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at one of the school's resource centers.*
- **Credit Recovery (On Campus):** 11th & 12th grade students meet with their assigned, highly-qualified teacher twice a week for face-to-face meetings. They are provided with California standards-aligned curriculum, books, materials, pacing guides and assessments. Students in this program are able to recover previous unearned credits by working at an accelerated pace and earning credits every six weeks on a "Hex" Schedule. Additionally, students have access to on-site support and wrap-around services. Students should be able to work independently with the support of the teacher and parent. Student meets with a teacher at a school resource center. The credit recovery program is currently offered at our Rio Valley Charter School, Broadway and Lodi locations and at our Heritage Peak Charter School, West Sacramento location.

(G.) SCHOOL PROGRAMS, OPPORTUNITIES AND EDUCATIONAL SUPPORT

Project Lead The Way (PLTW):

Project Lead The Way prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW sparks the ingenuity, creativity, and innovation within all of our participating students.

Community College Classes:

Qualified high school students have the opportunity to apply to concurrently take courses offered at local community colleges. Students must first meet with their high school academic counselor to determine eligibility. Each community college has its own unique criteria and process for enrollment. Students are responsible for submitting community college transcripts to the PCI Academic Counseling office if they wish to also earn high school credit for the course(s). Each college unit earned from the community college is the equivalent to 3.3 high school credits. Example: a 3-unit community college class will count as 10 high school credits. Students need to remain in good academic standing with the college and with their PCI school in order to continue to take classes while in high school.

Career and Technical Education (CTE):

CTE gives high school students the chance to get a head start on preparing for college and careers. Students taking CTE courses have the opportunity to participate in hands-on training in a chosen program and gain real-world experience through internships and job shadowing when available. For our onsite CTE courses, attendance is mandatory. Only three absences are permitted from classroom instruction. These absences must be made up, hour per hour missed, otherwise students will not be permitted to attend their internship placement when applicable.

Special Education/Students with Disabilities:

PCI provides high quality special education instruction and related services to its special education students in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, applicable policies and procedures of the El Dorado County Office of Education SELPA/Sacramento County Office of Education SELPA/Lodi Unified School District SELPA and the assessed needs of each student. PCI collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student. Discuss with your teacher if you think your child has a disability that requires special services or accommodations. This is the beginning of the Response to Intervention (RTI) process.

The Special Education Department manages all paperwork and resources related to the evaluation, monitoring and implementation of special education services for special education students. The special education staff works with teachers and families to design a support network allowing each student to progress academically. Pursuant to the IDEA and relevant state law, PCI is responsible for identifying, locating, and evaluating children enrolled at PCI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. PCI shall not deny nor discourage any student from enrollment solely due to a disability.

Student Study Team (SST):

SSTs are site-based committees that serve as an early warning system to help schools identify students who may benefit from academic, behavioral or personal interventions (e.g. academically not on grade level, chronically absent, or at-risk for grade level retention, etc.) The SST is made up of the student's teacher(s), one or several other teachers, an administrator or designee, the parents/guardian and the student. In grades four and above, it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help him or her be more successful. During the meetings, the student's strengths and weaknesses are discussed and interventions are explored. When everyone involved follows the interventions, improvement occurs. Teachers or parents/guardians may request an SST.

Section 504 Accommodation Plan:

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of PCI. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by PCI. The parent or guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. Section 504 Accommodation plans are managed by the administration and 504 team at each learning center or program. A copy of PCI's Section 504 policies and procedures is available upon request at the main office.

(H.) SCHOOL / COMMUNITY COMPACT / THREE-WAY PLEDGE

Teachers, Parents and Students Working Together

Our goal is for your student to succeed! In order to ensure success, each member of the academic triangle (Teacher/Parent or Guardian/Student) needs to have clear expectations outlined. This pledge reflects the commitment of PCI to our families and community to provide quality education.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. I expect that every student will reach a high level of achievement. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide high-quality curriculum and teaching strategies to enable my students to meet the state's academic achievement standards.
- I will ensure that all the necessary concepts are taught to my students before work is assigned.
- I will be aware of the academic individual needs of my students.
- I will regularly communicate regarding my students' progress.

The Student Pledge:

I realize that my education is important to me. It helps me to develop the tools I need to become a productive citizen of the 21st century. I also understand that my parents/guardians want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will attend my scheduled teacher meetings and classes, on time and ready to learn.
- I will be responsible for my own behavior and be a cooperative learner.
- I will complete all assigned work and return it on time.
- I will return corrected work to my parent(s).
- I will commit to daily learning.
- I will participate in mandatory testing.

The Parent/Guardian Pledge:

I realize that my student's education is important. I understand that my participation in my student's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my student to study and ensure that he/she completes assigned work.
- I will see that my student arrives at the learning center on time when attending a class or meeting with his or her teacher.
- I will attend learning center/school functions.

- I will participate, as appropriate, in activities and decisions relating to the education of my student.
- I will monitor my student's progress.
- I will ensure my student participates in mandatory testing.*

* With regard to California Education Code Section 60615

(I.) High School Graduation Requirements

The Board of Directors for all schools associated to Pacific Charter Institute desires that each student is prepared to obtain a diploma of high school graduation. In order to ensure that each student is adequately prepared for post-graduation opportunities that may include postsecondary education, career, or military options, the Board of Directors has adopted the following policies regarding eligibility for a high school diploma for all schools associated to Pacific Charter Institute that offer 9-12th grade education. To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year (10-credits) unless otherwise specified.

1. Four courses in English
2. Three courses in Mathematics *
3. Two courses in science, including biological and physical sciences
4. Two courses in social studies, including United States History and World History; in addition, a one-semester course in American Government, a one-semester course in Economics, and a one semester course in World Geography.
5. One course in visual or performing arts, foreign language, or American Sign Language or Career Technical Education (CTE). **
6. A one-semester course in Health
7. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241
8. Electives as needed to fulfill 220 total credits. It is the recommendation of the Board of Directors for Pacific Charter Institute that students take one year of a college-prep elective.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*Beginning in the 2015-16 school year, at least one mathematics course or a combination of the three mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra 1. In accordance with state guidelines, a course prescribed as Integrated Math 1 meets or exceeds this requirement. Completion of Algebra 1 or its equivalent coursework in grades 7-8 shall not exempt a student from the requirements to complete 3 mathematics courses in grades 9-12.

In accordance with the California Mathematics Placement Act, all incoming students to charter schools associated to Pacific Charter Institute will adhere to the following:

- a. A norm criterion referenced test will be administered that accurately recommends appropriate placement for mathematics classes associated to high school level math and those classes by which graduation credits may be given.
- b. A second test will be administered to 9th grade students not less than one month after the enrollment period to re- examine correct class and content placement for student success.
- c. 9th grade student course outcomes will be reviewed 15 days prior to the end of the current school year to ensure students are not held back in any discriminate manner with emphasis relating to race, ethnicity, gender, or socio- economic demographics
- d. An annual report or results will be provided to the Board of Education annually by each LEA

An opportunity for recourse will be provided to each 9th grade pupil's parent or legal guardian who may question the results of assessments given in accordance with this policy.

**Per AB 1330, Pacific Charter Institute has adopted the policy of accepting a Career Technical Education (CTE) course in lieu of a course in visual or performing arts or foreign language to meet graduation requirements. Existing state law requires all graduating high school students to complete one course in visual or performing arts or foreign language. Beginning with the 2012–13 school year (class of 2013), AB 1330 authorizes local educational agencies to accept a Career Technical Education (CTE) course as an optional high school graduation requirement in lieu of one course in visual or performing arts or foreign language.

(J.) CSU-UC Admission Requirements

**CSU-UC Comparison of Minimum Freshman Admission Requirements
Revised February 2019^f**

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college-preparatory A-G courses are required with letter grades of C or better: 11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)	
A History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND 1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B English	4 years/8 semesters of college-preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD): The ESL/ELD cannot be completed during the senior year	
C Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)* (integrated math sequences may be used to satisfy the C Mathematics requirement.) Students applying to UC must complete a geometry course (or integrated math courses with geometry content).	
D Laboratory Science	2 years/4 semesters of laboratory science At least 1 year of physical science and 1 year of biological science, one from the D subject area and the other from the D or G area** Integrated/interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] 3-course model); or two years of the NGSS integrated science 3-course model; or one year of biology, chemistry, or physics and one year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines. Courses approved for the D subject area in the applied science, computer science, and engineering disciplines may only be used for a 3 rd year (or beyond) of the lab science requirement. ^e
E Language Other Than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English* (Courses must be in the same language; American Sign Language allowed)	
F Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G College-Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
REPEATED COURSES	California State University (CSU) CSU and UC do not use minus grades in the GPA calculation; for example, a C- = C.	University of California (UC)
	Required A-G courses must be completed with a grade of C or better. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated.	Required A-G courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

^e High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.

^f It is best to prepare for both UC and the CSU by completing two laboratory science courses from the D subject area.

^g UC area D requirement updated as of February 2019.

CSU-UC Comparison of Minimum Freshman Admission Requirements Revised February 2019^{fl}

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.	
Mathematics	Integrated style Math 2 will be accepted in lieu of a geometry course. A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement.	The omission of a full year of geometry cannot be validated by any higher-level coursework. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of integrated style Math 2. Refer to UC's Validation Matrix in Quick Reference Guide to UC Admissions .
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference Guide to UC Admissions .	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions . For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C. Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10 th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	Test required for CSU applicants to impacted campuses and programs. Test required for CSU applicants to non-impacted campuses, who have earned an A-G GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 OR after March 2016); may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.	The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants and must be completed no later than December of the senior year. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Writing/Essay from the same test date. Some campuses may recommend SAT subject Tests for specific majors.

Information is accurate as of February 2019

(K.) GRADING

Students will be assessed in all academic disciplines throughout the year to determine subject mastery and will be asked to keep a portfolio of completed work to document their progress. Grades will be given according to the following:

K - 3rd: O – Outstanding
 S – Satisfactory
 N – Needs Improvement

4th – 12th: Students are issued standard letter grades A – F (+/-)

Grade scale

Letter Grade	Grade Points (GPA)	Cutoff %
A	4	93
A-	3.67	90
B+	3.33	87
B	3	83
B-	2.67	80
C+	2.33	77
C	2	73
C-	1.67	70
D+	1.33	67
D	1	63
D-	0.67	60
F	0	0
P	0	60

(L.) GENERAL POLICIES AND EXPECTATIONS

- Each PCI school is unique in the programs it offers. Please consult with the Principal or Site/Program Leader or Director to learn more about the educational offerings available.
- Students must sign in when they arrive to a resource center and sign out when they leave. A copy of the PCI Volunteer, Visitation and Removal Policy is available in the Corporate office.
- All bikes, scooters, skateboards, and skates must be checked into the office upon arrival to any PCI school and can be reclaimed upon departure from the school. Students are responsible for all items brought to campus. PCI takes no responsibility for items stolen, broken or misplaced.
- Students must be dropped off no earlier than 10 minutes prior to class or teacher meeting and picked up no later than 10 minutes after a class or teacher meeting. If a student is not picked up within 15 minutes of their scheduled end of school day the school will call the student's emergency contacts.
- Students may bring cell phones for contacting parent/guardian. The phone must be placed on silent mode. Misuse of phone may result in phone use being suspended while on site or during school-related activities.
- Computers on site are for assigned SCHOOL WORK only; misuse may result in loss of computer privilege.
- Students' schedules vary depending on the resource center and the individualized student course schedule. PCI is not responsible for students' actions, behaviors, or the consequences of such actions once a student leaves a resource center. If parents or guardians have any concerns about their child's schedule, they should contact the Principal or Site Leader.

CAL Grant GPA Submission: California public high schools are required to submit a Cal Grant high school Grade Point Average (GPA) for all graduating seniors, unless the student or parent has opted out of the submission process, no later than October 1. California Education Code section 69432.9 requires the school district or charter school, no later than January 1 of a pupil's grade 11 academic year, to notify, in writing, each grade 11 pupil and his or her parent or guardian that the pupil will be deemed a Cal Grant applicant unless the pupil is opted out prior to the high school's submission of GPAs to the Commission. Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award. If you do not want your school to report a GPA, please complete the Cal-Grant opt-out form found under the Financial Aid tab of the www.pcicounseling.org website and return it to your counselor.

Academic Honesty:

Academic honesty is a fundamental principle of scholarship. Content of research papers is expected to provide a means to distinguish a student's own work from the work and ideas of others. Students must give credit to the source of their ideas or to the words of others. Furthermore, students are expected to do their own work on tests and assignments, neither sharing answers or content with other students nor getting these from other students or illegal sources. This is not to be confused with collaborative learning, which PCI fully supports and encourages through opportunities for students to learn together, for example in study groups through group projects, and in various online forums. Any copying from other students, printed sources, or online sources— violates PCI's academic honesty tenet. If a student is found to have plagiarized, the first offense will result in an "F" on the assignment. If a second offense occurs, the student will receive an "F" in the course and a meeting must be held with the teacher, student, parent/guardian, and the Director to discuss the consequences.

Plagiarism is defined by dictionary.com as a piece of writing that has been copied from someone else and is presented as being your own work; the act of plagiarizing is to take someone's words or ideas and present them as if they were your own.

Grade-Level Retention:

K-8 students shall be considered for retention once the parent/guardian has completed the "Parent Request for Retention" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to the request being approved. Upon approval of retention of a student, the request shall become part of the student's permanent academic record. In the instance a request to retain a student previously accelerated is received, the same process shall be followed. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the retention of the student.

Grade-Level Skipping:

K-7 students shall be considered for skipping a grade level once the parent/guardian has completed the "Parent Request for Promoting Beyond the Next Grade Level" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to this request being approved. Upon approval of the request to skip a grade, the request shall become part of the student's permanent academic record. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the promotion of the student.

Staff/Student Behavior Policy:

Our behavior policies apply to anyone at a PCI school including staff, parents, students, siblings, and visitors. Everyone is expected to obey the following policies and procedures of PCI and all state laws related to behavior while at PCI resource centers or participating in school-related activities:

- Treat each person with respect and dignity
- Be honest in all dealings with teachers, students, and staff
- Use only appropriate language and no profanity
- Use good judgment and be accountable for your own actions
- Respect the property of others

A copy of the Professional Boundaries: Staff/Student Interaction Policy is included in this Handbook below.

Student Internet Use and Technology Policy:

This agreement speaks to a code of conduct expected of PCI students regarding their use of the Internet and PCI technology while at any PCI resource center.

PCI provides Internet access to all students and staff. Internet access allows classrooms and individuals to have access to core curriculum, information, software, news and opinions, and communication by electronic mail that originates from any point in the world. All users must agree to the guidelines in this code of conduct to have access to the Internet through their classrooms, library, or computer labs.

Our network system has been established for educational purposes including classroom activities, direct instruction and independent learning activities, individual and collaborative writing and publishing, career development, personal productivity, and other high-quality learning activities. Pacific Charter Institute has the right to place reasonable restrictions on the student access to the network system and the material they may post on the network system. Misuse of PCI's network or PCI technology including internet access will result in a consequence reserved by the executive staff.

All users shall not hold Pacific Charter Institute staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. All users shall agree to indemnify and hold harmless Pacific Charter Institute personnel for any damages or costs incurred.

A copy of the full Student Internet Use of Technology Policy is available in the Corporate office.

School Search & Seizure Policy:

PCI recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or PCI rules and regulations, jeopardizes the health, safety and welfare of students and PCI employees. Incidents which jeopardize the health, safety and welfare of students and PCI employees may necessitate the search of students and their property, student use areas, and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials found in the search. The California Constitution requires that all students and staff of public schools have the inalienable right to attend resource centers which are safe, secure, and peaceful. As such, PCI and its charter schools have adopted a School Search and Seizure Policy outlining the search of students and their property, student-use areas, student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or PCI rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. If illegal, unauthorized or contraband materials are discovered, school officials may impose discipline upon the student(s), including suspension and/or expulsion, in accordance with PCI's discipline policies and procedures. PCI shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

A copy of the full School Search and Seizure Policy is available at the main office.

PCI Dress Code:

The following are not permissible at any PCI Resource Center or school-related activity:

- Halter, spaghetti strap, or strapless tops
- Bare midriffs
- See-through or revealing apparel
- Bare feet
- Gang related clothing
- Clothing with profanity, alcohol, drug, or sexual related content
- Baggy or saggy clothes that expose undergarments

Students not adhering to the dress code will be asked to leave their respective resource center/activity or they will be provided with clothing they may borrow to ensure they are in compliance with the dress code.

Pacific Charter Institute's policy regarding warning letters:

Teachers and staff are required to submit warning letters any time the terms of enrollment are not met.

Warning letters may be issued for any of the following:

- The teacher, upon evaluating the student's work, determines that less than 80% of the assigned work has been completed.
- Parent or student misses a scheduled meeting (without appropriate warning or reason)
- Failure to attend independent study support classes or labs (when applicable)
- Failure to comply with the behavior policy of PCI
- Failure to attend mandatory testing
- Student is caught cheating or violating PCI plagiarism policies
- A student maintains an "F" grade in more than one class during the semester or receives a final grade of "F" in more than one course in the same semester
- A student's grade point average drops below 2.0 in a single semester
- Student exhibits offensive behavior towards a staff member and/or another student
- Student violates PCI school policy

Each action of academic/behavior misconduct by the student is documented in PowerSchool.

1. **First Warning Letter:** Given to the parent/guardian and student in person when applicable
2. **Second Warning Letter:** A phone call is made to the parent/guardian and a conference between the teacher, student and parent/guardian will take place to discuss the incident(s) so that necessary changes can be made.
3. **Third Warning Letter:** Mailed to the student's residence and the student is put on probationary status. This meeting, between the teacher, parent/guardian, student and any necessary support personnel (i.e., Counselor, Principal, or Special Ed. Coordinator) is mandatory to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence. Any further misconduct will result in the student being expelled or disenrolled.

This policy in no way limits the teacher/administrative staff from going directly to probation or expulsion in accordance with the PCI Suspension and Expulsion policy. A full copy of the PCI Suspension and Expulsion Policy is included in this Handbook.

Student Withdrawal from School:

Any parent/guardian voluntarily withdrawing their student from PCI must first contact their child's teacher. At the final meeting, curriculum and materials must be returned and withdrawal grades will be determined. Students leaving a PCI school prior to the end of the semester will be issued an "In Progress" grade for each of their courses based on the work submitted up to the date of withdrawal. **Partial credits will not be given unless student is eligible under state law***. Pacific Charter Institute's schools assume no responsibility for the grades in progress being accepted by the student's new school. Students who withdraw or are withdrawn from any Pacific Charter Institute school may not re-enroll for two consecutive semesters without Principal or Site/Program Leader or Director approval.

* Students in foster care or who meet the qualifications for AB 1806 who transfer out of a PCI School will be granted partial course credits (based on the number of months they were enrolled) for the work they have completed during the semester they withdraw.

(M.) STUDENT TESTING AND ASSESSMENT:

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC): All students who indicate that their home language is other than English will be ELPAC tested within thirty days of the initial enrollment if entering a California public school for the first time, or if they have never taken the ELPAC test for another reason. The ELPAC has two parts:

- **Initial Assessment** -Students will take the Initial Assessment if the student has a primary language other than English and the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. Students are given the Initial Assessment within 30 days of enrollment at the school.
- **Summative Assessment** - The Summative Assessment is given to students who are identified as English learners on the Initial Assessment. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

MAP: Measures of Academic Progress (MAP) is a computerized assessment tool associated to the Northwest Evaluation Association. This online assessment provides parents, teachers and students with information they need to help pinpoint academic strengths and weaknesses. It allows us to accurately project and measure expected student growth as well as build curriculum specific to meeting a students' academic learning needs.

PHYSICAL FITNESS: (Given in the spring semester to all 5th, 7th, & 9th grade students). This test measures endurance, flexibility, core strength, agility, body mass, and upper body strength.

CALIFORNIA SCIENCE ASSESSMENTS (CAST): (For all students in 5TH, 8TH & H.S. students upon completion of their last science course). This test is given in the spring with test dates generally scheduled in late March to early May. Specific times and locations are determined early in the second semester of each school year.

California Assessment of Student Performance and Progress (CAASPP): is a system of assessments that measure student progress in different subjects for students in 3rd – 8th and 11th grades. CAASPP is designed to help teachers monitor the needs and successes of individual students as they progress toward mastery of the state adopted standards.

AP Exam Testing Policy: PCI encourages students to build unique and rigorous academic programs through a variety of course options. Advanced Placement courses, offered online through 3rd party vendors are one way to explore rigor, earn college credit and boost GPA's. Parents assume the responsibility for insuring credit is awarded from an accredited institution. *AP Exams are not available through PCI schools.* College Board recommends the following steps for students looking for a test site:

1. Contact College Board AP Services for Students at 888-225-5427 (toll free in the United States and Canada) or +1-212-632-1780 or apstudents@info.collegeboard.org
2. Ask that office for contact information for local AP coordinators who can help you arrange to take the exam at their school or within your local district. **Contact AP Services for Students no later than September 4 to register for May exams.**
3. Once you have a list of AP coordinators, contact them and ask them to help you arrange to test at their school or district offices.
4. When you find a school willing to administer your exams, that school's AP coordinator is responsible for ordering your exam materials. They will tell you when and where to report for the exams, and collecting the exam fees.

College Board's AP policy for the 2019-20 school year requires students to register online for their course beginning August 1st. The deadline for registering to take the exam and place exam orders is early fall. Securing your test site by the end of September is a required step in order to take the test in May. Discretionary funds may be used to cover the cost of exam fees.

For more information and step-by-step instructions visit: <https://apstudents.collegeboard.org/register-for-ap-exams>

MATHEMATICS PLACEMENT: Current law requires PCI to develop, adopt, and implement fair, objective and transparent mathematics placement policies. These must consider multiple objective academic measures of pupil performance (i.e. California statewide assessments, pupil course grades) as the basis for placement and include at least one placement checkpoint within the first month of the school year to assess placement accuracy and pupil progress. Appropriate math course placement must be determined at the start of the academic year.

PCI uses 9th grade MAP testing scores generated in the fall testing window as a guide to providing a recommendation for math class placements or supports to parents/guardians of 9th grade students. Northwest Evaluation Association (NWEA) - Measures of Academic Progress (MAP) testing is a normed referenced test that is nationally recognized for its ability to provide individualized academic content grade level proficiency.

Math Course Recommendations

Math course recommendations for 9th grade students will be based on the following after completing the MAP assessment:

- RIT (Rasch Unit Interval Table) range that is achieved by the student completing the Math section of the MAP Testing
- Teacher(s) and administrator recommendation
- Parent recommendation*

Math Course Placement Recommendations (based on 'RIT' score)

RIT Score	RIT < 220	RIT 220-230	RIT >230
Course Recommendation(s)	Integrated Math Skills	Integrated Math 1 (Two- year pace)	CP Integrated Math 1 (One-year pace)

9TH Grade Math Course Descriptors

The following are course descriptors and support workshops that are available to 9th grade students.

- **Integrated Math Skills** - provides for a preparation for Integrated Math and a solid mathematical background for subsequent classes in the sequence. The focus of the class is on the reinforcement of the student's arithmetic background and its application to common mathematical tasks to include percentage, order of operation, fractions, decimals, average, geometric quantities, and graphical representations of numbers. The emphasis of the semester sequence is fortification of mental calculation power with minimum reliance on digital calculation. This course is provided to 9th and 10th grade students as approved through school administration.
- **Integrated Math 1 (Two-Year Pace)** - a four-semester pathway to meeting the Integrated Math 1 graduation requirement. This pathway divides the CP Integrated Math 1 curriculum into two years (Int. Math Readiness followed by CP Integrated Math 1). After completing both years, students earn 20 math credits total (5 per semester) and meet the CP Integrated Math graduation requirement. Integrated Math 1 addresses the California Common Core State Standards for Mathematics for the Integrated Mathematics pathway. The program places equal emphasis on conceptual understanding and procedural fluency, while also focusing on depth of instruction and coherent articulation across grade levels. The program is organized around the Critical Areas of the CCSS and promotes depth of understanding via interactive lessons, research-based instructional approaches, best practices, and effective differentiation. Comprehensive digital resources support students, teachers, administrators, and parents, and help build 21st-century skills.
- **CP Integrated Math 1 (One-Year Pace)** - CP Integrated Math 1 addresses the California Common Core State Standards for Mathematics for the Integrated Mathematics pathway. The program places equal emphasis on conceptual understanding and procedural fluency, while also focusing on depth of instruction and coherent articulation across grade levels. The program is organized around the Critical Areas of the CCSS and promotes depth of understanding via interactive lessons, research-based instructional approaches, best practices, and effective differentiation. Comprehensive digital resources support students, teachers, administrators, and parents, and help build 21st-century skills. CP Integrated Math 1 meets the graduation requirement equivalent to CP Algebra 1 and also satisfies the "A-G" subject requirement in mathematics for UC and CSU.

Please make sure to contact your student's Academic Counselor if you have questions or concerns regarding the recommended placement for your student.

**Parents who wish to 'opt out' of the course recommendation determined by the above criteria should contact their teacher or Counselor*

(N.) SUSPENSION / EXPULSION PROCEDURES

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

When the policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as Valley View Charter Prep's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of the charter school learn from home, this policy is written broadly to apply as needed to the charter school students at school-sponsored activities or at school facilities.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Parent Information Packet, which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to: advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension, and expulsion.

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 will not include an employee's use of force that will be reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that these policy and administrative procedures will be available on request at the 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 charter school will have a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who will be qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who will be otherwise qualified for such services or protections in according due process to such students.

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- a) while on school grounds.
- b) while going to or coming from school.
- c) during, going to, or coming from a school-sponsored activity.
- d) during the lunch period, whether on or off the school campus.

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 of 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 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. 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, which includes but is not limited to, electronic files and databases.
- 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 terrorist 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, threaten 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 school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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 acts 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.

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 students 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 of violence upon the person of another, except self-defense.

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

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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 terrorist 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, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts 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 schoolstie 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.
- iv. 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.
- x. Failure to comply with the Student Master Agreement

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 students 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 fire arm 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 Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 suspension, the Director 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 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 Placement/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 Director or 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 the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following conclusions: 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

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

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

E. Expulsion Procedures

Students recommended for expulsion will be 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 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 of Directors for a final decision whether to expel. The hearing shall be held in closed session 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 specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the 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 Offences

Valley View Charter Prep may, upon finding a 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 which shall be examined only by the Board of Directors, the administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may

permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the charter school. The person 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 the 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, 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 accused 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 who 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 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:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

Pacific Charter Institute shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the district upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Pacific Charter Institute schools for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director 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 Director 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 the 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 SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA regarding the discipline of any student with a disability or student who the charter school or SELPA 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, 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, the charter school, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the charter school, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP504 Team shall:

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

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

Pacific Charter Institute 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 Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the charter school had knowledge that the student was disabled before the behavior occurred.

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

- a) The parent/guardian will express 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 PCI supervisory or administrative personnel, or to one of the child's teachers, that the student will be in need of special education or related services.
- b) The parent will request an evaluation of the child.
- c) The child's teacher, or other school personnel, will expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other charter school supervisory personnel.

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

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

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

(O.) HARASSMENT / DISCRIMINATION POLICIES

PCI believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, PCI prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. A copy of the complete Policy is available upon request at the main office.

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

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

Moreover, PCI will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom PCI does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. PCI will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

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

Leanna Comer
Human Resources
Pacific Charter Institute
Heritage Peak Charter School – Rio Valley Charter School – Valley View Charter Prep – Sutter Peak Charter Academy
1401 El Camino Ave #510, Sacramento, CA 95815

(P.) UNIFORM COMPLAINT PROCEDURE

PCI ("Charter School") has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Violations of state or federal law and regulations governing the following programs including but not limited to: Career Technical Education, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils, Pupils from Military Families, Migratory Pupils, Pregnant and Parenting Pupils, Local Control and Accountability Plans (LCAP) / Local Control Funding Formula (LCFF), Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Reasonable Accommodations to a Lactating Pupil, Bilingual Education, Economic Impact Aid, and Comprehensive School Safety Plans
3. Noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred. Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of the Charter School. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Leanna Comer
Human Resources
Pacific Charter Institute
Heritage Peak Charter School – Rio Valley Charter School – Valley View Charter Prep – Sutter Peak Charter Academy
1401 El Camino Ave #510, Sacramento, CA 95815

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the Charter School's procedures. The final written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the final written Decision. The appeal must include a copy of the complaint filed with the Charter School, a copy of Charter School's Decision, and the complainant must specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law has been misapplied.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Compliance Officer.

(Q.) PUPIL RECORDS

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible

student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. PCI may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. PCI has designated the following information as directory information:

1. Student's name
2. Photograph
3. Grade level
4. Participation in officially recognized activities and sports
5. Degrees, honors, and awards received

If you do not want PCI to disclose directory information from your child's education records without your prior written consent, you must notify PCI in writing at the time of enrollment or re-enrollment. Please contact the Executive Director at (866) 992-9033 if you have any questions. A copy of the complete Policy is available upon request at the main office.

(R.) ANNUAL NOTICES

Animal Dissections

Students at PCI may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that

works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

PCI shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Availability of Prospectus

Upon request, PCI will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, PCI may charge for the prospectus in an amount not to exceed the cost of duplication.

Diabetes

PCI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster Children and Youth

PCI has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV)):

Christine Spratling
Counseling Program Specialist / PCI F.I.T. Coordinator
1401 El Camino Ave. Suite 510 Sacramento, CA 95815

The School Liaison shall ensure that (42 § U.S.C. 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at PCI.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by PCI, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. PCI personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at PCI, a copy of PCI's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

PCI is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. PCI will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCI will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Free and Reduced-Price Meals

Pursuant to California Law, PCI will provide each student with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the school. Completed application forms can be returned to the main office.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school unless they provide documentation of a medical exemption from a physician licensed to practice medicine in California or are enrolled in a home-based private school or an independent study program and do not receive classroom-based instruction. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, PCI follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of PCI.

These required immunizations include:

Child’s Grade	List of shots required to attend school
<p>Entering Kindergarten</p>	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.</p>
<p>Entering 7th Grade</p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of Varicella.</p>

Involuntary Withdrawal Process

No student shall be involuntarily removed by PCI for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with PCI's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until PCI issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to PCI's suspension and expulsion policy.

Upon parent/guardian request for a hearing, PCI will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of PCI's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be dis-enrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent PCI from making a similar recommendation in the future should these issues continue or re-occur.

Mental Health Services

PCI recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at PCI and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- **School-Based Counseling Services** – your child is encouraged to directly contact a PCI counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counselors contact information can also be found at www.pcicounseling.org. PCI counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by PCI or by an outside provider listed in this letter, are voluntary.
- **Special Education Services** – if you believe your child may have a disability, you are encouraged to contact your child's teacher to request an SST (Student Study Team).

Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the PCI nurse at (916) 477-4343.

Nondiscrimination Statement

PCI does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

PCI is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. PCI does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which PCI does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. PCI will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the PCI Uniform Complaint Procedures ("UCP") Compliance Officer:

Leanna Comer
Human Resources
Pacific Charter Institute
Heritage Peak Charter School – Rio Valley Charter School – Valley View Charter Prep – Sutter Peak Charter Academy
1401 El Camino Ave #510, Sacramento, CA 95815

Oral Health Assessment

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

PCI aims to provide all its students significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). PCI recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of PCI's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The Charter School shall provide for the screening of its students for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

PCI recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. PCI will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program. Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in PCI if it is necessary in order for the pupil to be able to complete any graduation requirements, unless PCI determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Leanna Comer
Human Resources
Pacific Charter Institute
Heritage Peak Charter School – Rio Valley Charter School – Valley View Charter Prep – Sutter Peak Charter Academy
1401 El Camino Ave #510, Sacramento, CA 95815

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Compliance Officer.

Bus and Passenger Safety

Upon registration, PCI is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, PCI must also provide safety instruction to all students in kindergarten through eight (8th) grade who receive home-to-school transportation. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and on the PCI website.

Sexual Health Education

PCI offers comprehensive sexual health education to its students in grades 7-12. A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. PCI does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to PCI.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by PCI personnel or outside consultants. When PCI chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to PCI.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Surveys About Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child’s, or his/her parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Professional Boundaries: Staff/Student Interaction Policy

PCI recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of PCI personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all PCI faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly

fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.

- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your supervisor about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.