



SEQUOIA GROVE
CHARTER ALLIANCE



PARENT STUDENT

HANDBOOK



CLARKSVILLE
CHARTER SCHOOL

2022-23

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SCHOOL MISSION AND VISION STATEMENT

Mission Statement

Clarksville Charter School is a tuition-free, public charter school serving Transitional Kindergarten through 12th grade students in El Dorado, Amador, Alpine, Sacramento and Placer Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

Vision Statement

Clarksville Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

DESCRIPTION OF THE PROGRAM

CCS remains a model program that places a large emphasis on family and community engagement, meaningful relationships, and social emotional literacy as a basis for academic growth and life-long learning.

Our collective beliefs as listed below drive every decision and action we take for our students and our school:

- It takes a village - students, parents, staff, and the wider community - to educate a child. We work together with respect, love and compassion.
- Children need to be inspired to express, explore, and create in order to become lifelong learners, critical thinkers, and productive citizens in the global society.
- We recognize and value diversity in order to prepare our students to collaborate and solve real-world problems that create a sustainable environment.
- We do whatever it takes to assure success for all students.
- We believe that everyone - students and adults - can learn at high levels and we therefore hold high expectations for ourselves and the students we serve.

We believe that all students are capable of learning and should be respectful of others in the learning process. In addition, CCS accepts that every person has something to contribute to society as a whole. Therefore, respect and collaboration are at the center of our educational philosophy. All students are expected to do their best to learn all they can to improve themselves while also supporting and adding value to others by working collaboratively and with mutual respect.

Core Strategies Include:

- **High Quality, Standards-Based Instruction:** We will ensure the highest level of academic achievement for all students through the use of a guaranteed, viable curriculum and instructional strategies.
- **Build a Culture of Trust, Collaboration, and Success:** We will create a safe learning environment for all stakeholders-students, parents, staff, Board, and surrounding community.
- **Expand Student Learning Opportunities:** We will maximize resources, understand our diversity, accelerate and enrich student learning.
- **Fiscal Development and Sustainability:** We will increase community involvement in effectively and efficiently utilizing all funding to fulfill our mission.

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

Schoolwide Learner Outcomes, represent what students engage in and strive to achieve when they work through our program. The SLOs are an ingrained part of our school culture, and reflect our school vision. We believe that educating the whole child is most important and we value our homeschool community. Teachers, students, and parents partner together throughout the year to review and reflect on student progress of the SLOs. SLOs are also an essential part of the WASC process as it demonstrates our school's commitment to support student learning.

Schoolwide Learner Outcomes



Sequoia Grove students are...

	<i>Navigators of the Digital World</i> Proficient in the use of technology, media, and online resources
	<i>Self-Directed and Motivated</i> Able to set attainable goals to achieve academic success
	<i>Personalized Learners</i> Thriving in the education style that best fits their individual needs
	<i>Independent Critical-Thinkers</i> Able to problem-solve, take ownership, and apply their knowledge
	<i>Responsible Citizens</i> Actively seeking knowledge of local and global issues
	<i>Effective Communicators</i> Articulating their thinking with confidence

SEQUOIA GROVE CHARTER ALLIANCE (SGCA)

You are coming in at an exciting time in the history of our schools. In the past, we've contracted with an outside charter management organization for many of the operational aspects of our schools. However, with the creation of our own Charter Services Organization (CSO), Sequoia Grove Charter Alliance, we are now fully in control of the programs and services we provide our students. And since the governing board of Sequoia Grove is composed of members that are appointed by Charter Schools, we can know confidently that our students' interests will be front and center.

ADMISSIONS, REGISTRATION, & INTAKE

Required registration documentation includes: proof of age, immunization record or waiver, proof of residence. The student must reside within El Dorado, Amador, Alpine, Sacramento or Placer County. Proof of residency documentation and verification must occur prior to registration and annually every August.

If, while attending our school, a family moves they must submit a new proof of residence annually and within **ten days (10)** of a mid-year change in residence to por@sequoiagrove.org

If a family moves **outside of the authorizing or adjacent authorizing county** for the

school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

Proof of Residency (POR):

All students must provide Proof of Residency at the beginning of the school year that is dated ON or AFTER July 1, 2021 (**bill DATE when service rendered, NOT due date**).

Service address: If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide. This document will have to be updated and resubmitted to the school annually every August.

- Document type: The document submitted **MUST** be a **FULL** copy of one of the following.
 - Utility bill (e.g. Gas, Electric, Home Phone or Cable)
 - Property tax receipt from the current year
 - Current mortgage/rental agreement (*Agreements must have the signature page.*)
 - Current home or rental insurance agreement dated after July 1. Contracts must have the signature page. Contracts older than 90 days, must be accompanied by the landlord stating the agreement is still in effect. If there are any challenges with the landlord, please contact Darcy Belleza, darcy.belleza@sequoiagroveschools.org
 - Correspondence from a government agency ie: CalWORKS, Social Security, Medi-Cal
 - Pay stub

Note: If your residency situation does not allow you to produce one of the POR documents listed above, (e.g., living with a friend/relative or in transition) you may complete our Affidavit to Verify Residency Form to fulfill the POR requirement. [Affidavit to Verify Residency Form - Sequoia Grove Schools.pdf](#)

Additional High School Registration Requirements:

High School transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed to our enrollment or records team.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Enrollment in our school is contingent upon the student, parent, and teacher signing an

Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Instructional Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, non-classroom based/independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

Kindergarten And Transitional Kindergarten Policy

Enrollment in Kindergarten:

- A child is eligible for kindergarten if the child will have their fifth birthday by September 1.

Enrollment in Kindergarten for Transitional Kindergarten Eligible Students:

- A child having attained the age of five years at any time during the school year with the approval of the parent or guardian, may be admitted to kindergarten subject to the following conditions:
 - The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for kindergarten. Staff determination of grade level placement will be made based on multiple measures including grade level appropriate formal assessments and student observations.
 - The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

Enrollment in Transitional Kindergarten:

- Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. For the 2022-23 school year, students must turn five years old between September 2nd, 2022, and February 2nd, 2023, to qualify for transitional kindergarten.

THE PARENT/GUARDIAN'S ROLE

As the learning coach you are the primary educator for your student(s). This is a crucial role you fulfill within our non-classroom based/independent study environment. As a Parent Educator you have agreed to provide regular academic instruction for your student. This can include instructional and enrichment classes through approved vendors, however you are responsible for providing regular and consistent access to

education. Below are some of the expectations that will ensure success for you and your student.

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student actively participates fully in their homeschool learning journey.
- Ensure your student participates in online or other recommended intervention support if needed and assigned by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the 360 online assessments and internal benchmarks when requested by Homeschool Teacher 3 times per school year.
- Support student(s) with state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration by reading and responding to emails and phone calls daily
- Attend regularly scheduled Learning Records meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).

Attendance

Parents are responsible for ensuring that their child is actively engaged in learning each school day. At the end of each learning period (LP) parents will log into the parent portal to sign and submit attendance for each student in their household. Please note that attendance requirements are subject to change and are dependent upon the requirements put in place by the state legislature.

What can parents do in their Parent Portal?

- Log and Submit Attendance
- View Report Cards
- View State Test Results
- View their child's Class Schedule
- View the Parent/Student Handbook
- View the I Can Statements
- Request a Work Permit
- Submit their Household Data Collection Form
- Complete ELD log

Learning Record Meetings

HSTs are required to meet with their students once every 20 school days. These meetings are a time for students to share the work and progress they've made during the last learning period (LP). During this time, parents and teachers work together to develop a monthly learning plan to help students work towards their academic and enrichment goals.

Review of Student Work

Families share all of the learning that has occurred during Learning Records meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

TK-8th Grade Work Samples

While we still review a body of work at each of our Learning Records Meetings, we only collect one sample per LP. We have eight LPs a year, so by the end of the school year, we will have collected two samples from each of the four main subject areas: one for each subject, each semester.

High School Work Samples

High school students must provide a packet of work each LP that includes a sample from each class they are enrolled in on the Master Agreement.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom and virtual class sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.

6. Use only your own username and password for online platforms and do not share these with others.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Please see the Board approved policy for more detailed information.

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

A variety of curriculum options and platforms

- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning, enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging and easy-to-follow learning platform, explore the school adopted options with your Homeschool Teacher. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through our Online Purchasing System (OPS).

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be

objectionable for various personal reasons, please contact your Homeschool Teacher they will work with you to identify alternative lessons to meet the lesson objectives.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs or choose from one of our 150 plus curriculum vendors of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to select, order and gain the most from your curriculum. Please refer to our school website for curriculum options as offerings may change due to availability.

- Adventure Virtual Academy - An academic enrichment program that supports and supplements core content instruction for students in TK-8th Grades. Classes are offered one or two days per week in four or eight week sessions, with a mix of in person, virtual, and hybrid options.
- Junior High Virtual Academy - Synchronous two day a week courses taught by our teachers.

Curriculum: High School

Our school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various homeschool curricula and vendor options, including college prep, "a-g," and AP courses. Please check with your HST as offerings may change due to availability. Students have the freedom to choose courses in:

- [High School Virtual Academy](#)- HSVA offers three unique pathways:
 1. **HSVA-Live!** Synchronous, classes two days each week
 2. **HSVA-Edmentum** - Guided by one of our skilled virtual teachers, who assign and assess work on a regular basis
 3. **HSVA-Hybrid**- Asynchronous online course with the added benefit of one day each week of specialized tutoring and support by our teachers.
- Other Curriculum - Can be ordered through the Online Purchasing System. Any curriculum can be adapted to A-G standards using the course outline and guidance from the Homeschool Teacher.

AP courses are also offered through BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached. Please refer to your school's website for ordering information.

GRADUATION REQUIREMENTS

High School graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Biological Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

Suggested Course Sequence			
9 th Grade	10 th Grade	11 th Grade	12 th Grade

<ul style="list-style-type: none"> • English 9 • Pre-Algebra or other math • Physical Science or Earth Science • Elective/ Elective • Elective/ Elective 	<ul style="list-style-type: none"> • English 10 • World History • Algebra • Biology • Elective/ Elective • Elective/ Elective 	<ul style="list-style-type: none"> • US History • English 11 • World Language or Visual & Performing Arts • Elective/ Elective • Elective/ Elective 	<ul style="list-style-type: none"> • Economics and Government • Elective/ Elective • Elective/ Elective • Elective/ Elective • Elective/ Elective
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4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. Students who plan to attend a community college would also be better prepared for college rigor with an “a-g” foundation. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
b	English	4 years
c	Mathematics	3 years <i>(Algebra or higher)</i>
d	Laboratory Science	2 years <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years <i>(Must be 2 years of the same language)</i>
f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet “a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their high school counselor and using the californiacolleges.org planning tool.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g”

requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

A-G Suggested Course Sequence			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Physical Science or Earth Science Visual & Performing Arts Elective/ Elective 	<ul style="list-style-type: none"> English 10 World History Geometry Lab Biology World Language I Elective/ Elective 	<ul style="list-style-type: none"> US History English 11 World Language II Algebra II Lab Chemistry 	<ul style="list-style-type: none"> Economics and Government English 12 World Language III Lab Physics AG Elective Elective/ Elective

For more information, please visit the sites below:

- ["A-G" Requirements](#)
- [Clarksville's "a-g" Course List](#)
- [SAT Information](#)
- [ACT Information](#)

WASC ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures the school community that the school's short and long term goals are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because many school districts and universities will only accept credits from WASC accredited schools.

- The military often requires applicants to be from accredited schools
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

CCGI - COLLEGE AND CAREER GUIDANCE INITIATIVE (CALIFORNIACOLLEGES.EDU)

Students have the opportunity to explore plans for their future using this helpful website. CCGI offers several quizzes/aptitude tests to help discover a great career fit. They also have a research database to help you find the training you'll need to get there-- whether that means college or vocational training. CCGI helps you track the high school courses you're taking, volunteer service you've performed and resumes you've developed and will transfer all of this information, making college applications and financial aid a breeze. Our counselors will be offering courses that will assist you in using this valuable tool.

Concurrent Enrollment & Dual Enrollment with Yuba College

Community College courses are a great way for college-bound students to start accruing units, and for career-minded students to get practical job training. As a homeschooler, you could earn an AA degree while still in high school and enter a four year institution as a transfer. You are also able to open doors to direct career training that does not require a college degree. From automotive repair, EMT training, construction skills, law enforcement and cosmetology to business, child development and culinary, your local community college is one of the best places to gain skills.

As usual, your students are able to take concurrent enrollment courses at any community college. They would apply at the school and get the concurrent enrollment form signed by their high school counselor before registering for courses. Our students have a wide variety of courses and settings to choose from and are enrolled in courses alongside college students.

NEW!!! This year, we're offering a handful of Dual Enrollment courses through Yuba College. These are virtual courses that are only open to our homeschooling high school students, so the class will be filled with students from our family of schools only. Yuba College professors sensitive to the needs of high schoolers will teach these courses with college-level curriculum. Course grades and credits will be recorded on both the high school and college transcripts.

Career Technical Education: CTE

We have great NEW offerings for CTE! CTE is a vital component to prepare our students to be college and career ready. Today's Career Tech Education (CTE) is a program of study integrating core academic knowledge with technical and occupational knowledge. Upon completion of a CTE pathway, students could have the knowledge base required to sit for and pass the exam leading to industry certification, if required, giving them the opportunity to apply for a career-ready job. While CTE is career-focused education preparing students for the world of work, completion of a pathway prepares students for college as well and is a valuable addition to one's application, giving students a boost

when applying to a particular program of study.

Three ways to complete a CTE Pathway:

Option 2 – Find something to fit your interests at a local Community College. There are great opportunities for everything from child development to auto repair. Use this [CHART](#) to find outstanding hands-on job training near your student.

Option 3 - Use eDynamic's software with a credentialed teacher attached (ordered as a product) for the most enriched experience. Catalog [HERE](#)

Look for exciting information about a new partnership with Earn and Learn that will help bring industry internships and job-readiness skills to our students

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Parent Educators must ensure that students are engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for students who need additional academic and social-emotional support. Per Independent Study law, families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days or as needed.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student. in your planners and school website. I Can Statements will be discussed and be a pivotal part of each Learning Period to guide planning.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR's are personalized for each student and are a strategic plan that helps ensure appropriate progress through the standards is achieved.

Testing

The table below lists the assessments that our schools participate in over the course of a school year. For more detailed information about testing and its importance to our schools, please see page 35.

Testing At a Glance	
STAR	STAR 360 - Internal local assessment for language arts and math taken at home by grades TK-11 three times a year.
CAASPP Interim	CAASPP Interim Math/ELA Assessments - taken mid-year by grades 3-8 & 11 in place of their mid-year Star Math test.
PFT	Physical Fitness Test - State assessment taken by grades 5, 7, and 9 once a year in the winter/early spring.
ELPAC	English Language Proficiency Test - State assessment taken once in the fall for newly designated EL Students (Initial ELPAC) and once in the spring for all EL Students (Summative ELPAC).
CAST	CA Science Test - State assessment taken by grades 5, 8, and once in High School in the spring during CAASPP Testing. <ul style="list-style-type: none"> • High School students take this test during their last year enrolled in a science course or - either in 11th or 12th grade.
CAASPP	CA Assessment of Student Performance and Progress - Also referred to as the SBAC. State assessment given once a year in the spring by students in grades 3-8 & 11.

Academic Integrity

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered a violation of our Academic Integrity Policy:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers

- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

REPORT CARDS

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan is guided by the I Can Statements or appropriate state standards.

TK-7th

At this grade level, report cards are optional. If the family wishes to have a report card for their child, the parent and HST will work together to evaluate student progress and determine appropriate grades based on student progress towards mastery of the I Can Statements (grade level standards). HSTs can use a variety of methods to support their claim of student achievement including test results, discussions held during LP meetings, and review of student work.

8th-12th

At this grade level, report cards are required and should be based on proficiency of the standards for all enrolled courses on their Master Agreement. The percentage targets translate into the letter grades shown below. Parents must keep track of grades for their student(s) if they are not enrolled in a class where the instructor grades the coursework. Some parents may need assistance in coming up with a plan to track and calculate grades. In addition to report cards, high school students will also receive mid-semester progress reports to indicate the grades the student is on-track to receive by the end of the semester.

Grading Scale	
TK-5th	6th-12th
EE = Exceeds Expectations	A = 90-100%
ME = Meets Expectations	B = 80-89%
BE = Below Expectations	C = 70-79%
AR = At Risk	D = 60-69%
NG = No Grade Earned	F = 59% and below

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

ATTENDANCE

- Parents/Guardians are responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Logs (Attendance Logs) must be signed and submitted to your Homeschool Teacher at the end of each Learning Period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, this will be documented and a non-compliance letter may be sent.
- After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. Refer to Non-Compliance Policy on school's website.
- This policy is subject to change when new requirements are put in place by the state legislature.

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in

- Reason for withdrawal
- Submit your last attendance log and work sample
- Complete the Family Withdrawal Survey and exit interview with your HST

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

Educational Materials & Restitution Policy

This policy supports the School's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

Overview: Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and parents are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students:

The authority to withhold grades, diplomas, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy,

must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt. Please review the school's website with Board policy.

HOMELESS & FOSTER YOUTH

The law states it is the responsibility of schools to ensure that students considered homeless can receive a free, appropriate public education and to remove barriers to homeless students' school access, attendance, and success (see definition of homelessness below).

Homeless and Foster students in Clarksville Charter School will be closely monitored by their Homeschool Teacher and School Staff. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Homeschool Teacher and appropriate staff members. Monitoring of achievement and course correction, as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the learning period meetings. Please view the school's website for more information on policies and information to support Homeless and Foster Youth Students.

The term "homeless children and youth"—

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

As defined by McKinney-Vento Homeless Assistance Act – Title IX, Part A of the Every Student Succeeds Act

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with El Dorado County Charter Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service

decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the

California Department of Education to work with school-aged students and they are carefully selected by the school.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?

The school Work Sample policy is the same for all students.

Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities:

Clarksville Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the School's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and Charter wide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma. No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

High School Diploma and Certificate of Educational Achievement /Completion:

Instead of a high school diploma, a student with exceptional needs may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (a) The student has satisfactorily completed a prescribed alternative course of study (b) The student has satisfactorily achieved his or her IEP goals and objectives during high school as determined by the IEP team; or (c) The student has satisfactorily attended high school, participated in the instruction specified in his or her IEP, and has met the objectives of the statement of transition services.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Executive Director or designee shall ensure that the student will continue to have access to special education related supports and services until the

student meets Charter School's criteria to receive a high school diploma or until age 22. Whether a student receives a certificate of completion or a diploma is confidential. The Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

PROGRAM DESCRIPTION WITHIN PERSONALIZED LEARNING

CCS focuses on personalized learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. As a non-classroom based charter, our students have the opportunity to utilize state public funds to provide educational products and opportunities for learning. In order to allow families flexibility on their personalized learning path, we allocate instructional amounts every year. This amount should be used to carefully select educational products to support academic learning. HST's will partner with each family to support the I Can Statements within the student's learning style. HST's are to also ensure that students are equipped with curriculum, texts, books, etc. that support academics prior to approving enrichment based opportunities.

Instructional amounts can be utilized to support curriculum, school approved technology, supplemental enrichment materials, field trip opportunities, enrichment services, lessons, and classes that fit each student's academic goals and align with the student's Master Agreement. All orders must be nonsectarian and approved by your HST. As a California funded public school, we are obligated to be fiscally responsible with the use of state funds.

Product:

- Curriculum
- Technology Items*
- Enrichment Materials
- Educational Field Trips

Here are some examples of acceptable and prohibited items. This is not an exhaustive list and you should reach out to your HST if you have any questions regarding enrichment materials.

Acceptable Items

- Curriculum materials (secular only)
- Educational Quality materials only
- Educational materials that support a student's learning plan
- Basic school supplies adequate for the length of one project, one semester, or one year
- Basic equipment for documented learning needs
- Student admission for educational field trips

Prohibited Items

- Items that must be permanently affixed in a home
- Items that are too large to be transported by car
- Furniture, storage containers, or organizational items
- Accessories or parts for non-school-owned items
- Amusement or water park tickets
- Items or activities that may be deemed dangerous (zip lines, go karts, etc)
- Religious materials of any kind
- Toys
- Clothing or wearable items
- Registration & uniform fees
- Household tools or items
- Any materials used to generate revenue

Service through Community Partners:

- Academic Enrichment Classes
- Tutoring Services
- STEM Classes
- Fine Art Lessons & Classes
- Performing Arts Lessons & Classes
- Physical Education Classes

Services include, but are not limited to, fine arts classes, academic extension courses, physical education classes, tutoring, driver's education, dance lessons, music lessons, or any other service that requires an instructor-to-student interaction in either a virtual or in-person setting. All service providers must become approved vendors and submit to fingerprinting and a background check for the safety of our students. Again, for high school students only, HSTs must make sure that a student's enrichment activities align with a course on their Master Agreement.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

All materials ordered through the school with state public funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. Non-consumable materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned. For additional information about student returns and liability please see the school's website to review the Educational Materials and Restitution Policy.

All services requested through the school with state public funding will only be provided with an Enrichment Certificate with an approved vendor during the student's enrollment

period ending on the last day of school. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.

How to Request Services/Products

1. Visit the Online Purchasing System (OPS) to request services and products.
2. Services may only be requested through approved service vendors (Community Partners).
 - Community Partner services no more than 10-12 hours per week, per Community Partner
3. The first time a family uses a vendor for service, they will need to sign and submit a waiver form.
4. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access a viewable copy of the Enrichment Certificates in OPS. Certificates must be requested and approved prior to our schools agreeing to pay for services. Please allow for processing time during which time students are not able to start services until the Enrichment Certificate is approved. Students are not able to start services without an Enrichment Certificate. Backdated services requests will not be approved or paid.
5. Each vendor will invoice the charter school for the services approved on the certificate.
6. The school pays vendors directly. Parents should not pay vendors for student services as we cannot provide payment/reimbursement to families.
7. Technology devices: Please refer to your school's website for ordering information
8. Field Trips & Events: Please refer to your school's website for ordering information

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing the school from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

Please refer to our school's website for school-organized field trips and events.

Technology Team

Choosing technology can be overwhelming. Please visit our school's website to view a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's instructional Amounts as it aligns with your student's learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

Most devices offered are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs with approved vendors. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the instructional Planning Amount cost of Tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer/laptop per student
- 1 tablet per student
- 1 printer per student

How to Order

Tech devices are available through the Enrichment Ordering System and can be ordered in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit your school's website.

Tech Center Returns

All Tech items are the property of the school and returns should be submitted to the Tech Team. Please contact us for detailed directions on how to return items. The school is unable to sell any enrichment/technology items to families.

Contact Information:

Sequoia Grove Charter Alliance Information Technology Department

Phone: 530-341-3684

Email: helpdesk@sequoiagrove.org

Parent-Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

Definitions:

1. School, Organization, and or We – Clarksville Charter School and its subsidiaries, programs, and divisions
2. Sequoia Grove Charter Alliance- SGCA
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. Acceptable Use Policy (AUP) - Parent/Student Information Technology Acceptable Use Policy

User Responsibilities:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - a. Never leaving items unattended
 - b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member

- c. Never removing protective accessories or features (e.g. cases, bumpers)
 - d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
 - e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
 4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
 5. You are expected to make a reasonable effort to protect your passwords, information and data.
 6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
 7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
 8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

Acceptable Use of School Resources by Users:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

Unacceptable Use(s) of School Resources:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17, USC](#))
4. Any attempt to circumvent CCS security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional

distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.

6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publicly advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or operated resources must be maintained by SGCA or authorized third parties.

Expectation of Privacy:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
2. Monitor an individual's use of school-owned resources
3. Locate or track the location of a school-owned resource
4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. SGCA does not and will not access personal devices.

Cyberbullying:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others

5. Posting a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

Student Departure:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact SGCA Tech for a schedule of mobile return locations or request prepaid return labels.
2. For information regarding technology returns, please review tech policy on our school's website.

Non-Compliance Policy

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements. However, from time to time, a family or student may fail to meet some of these requirements and become non-compliant.

Non-Compliance is defined as meeting one or more of the following criteria:

- Missing 2 or more assignments during a learning period
- Missing 1 or more attendance logs
- Missing a scheduled meeting after 2 attempts have been made to reschedule
- No communication after 3 attempts have been made
- Not submitting work samples when requested

In these instances, the school will initiate the non-compliance process:

Step 1: The HST will call & email the family when a concern or issue arises. The HST will clearly state why the family or student is in non-compliance and provide a 5-day plan for them to come back into compliance.

Step 2: If, after 5 school days, the family or student is still in non-compliance, the HST's Instructional Team Advisor will call & email the family and offer another 2 school days for them to come back into compliance.

Step 3: If, after 2 school days, the family or student is still in non-compliance, a letter will be emailed and sent via certified mail notifying the family they have an additional 5 school days to come into compliance.

Step 4: If, after 5 school days, the family or student is still in non-compliance, a second letter will be emailed and sent via certified mail notifying the family that an Administrative Conference Call has been scheduled to determine next steps.

Step 5: During the Administrative Conference Call the best course of action will be determined. This may include an Administrative Withdrawal of the family or student

in non-compliance.

If at any point in time a family or student becomes compliant, the non-compliance process stops. However, if there is relapse in non-compliance, the process will pick back up at the point at which it was left off.

Work Samples

To meet California Independent Study Guidelines, work samples are required and will be collected each Learning Period by your Homeschool Teacher. Students are required to submit work samples, as requested, to demonstrate and document their learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria:

- Must be an original piece of work by the student demonstrating a good reflection of their learning and abilities
- Must be neat and legible
- Scanned samples are acceptable if they are clear and easy to read
- Must include the student's first and last name and full date at the top
- Must be completed and dated within the designated Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary of the learning from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include:

- Missing student's first and last name or the full date
- Name and date not matching the sample type (handwritten samples must have a handwritten name/date, type samples must have a typed name/date)
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated outside of the Learning Period
- Worksheets from a sectarian publisher
- A photograph which does not include the student's summary of the project/concept
- Incomplete work or a list of answers without the accompanying questions

TESTING & ASSESSMENT

Assessment data is critical to our school. Assessments are one indicator of student learning. Assessment data shows the effectiveness of our academic programs and also serves as a required part of the WASC accreditation and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of

standards. Furthermore, having WASC accreditation validates the integrity of the school's program for High School transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is never finished. Maintaining accreditation is an ongoing cycle of inquiry and improvement through regular assessment, planning, implementing, monitoring and reassessing changes made by the school.

Assessment data is also a critical piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Our school must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is essential for the health of our school that all students participate in school-wide and state-mandated testing. We do our very best to listen to the needs of parents and students.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 3-11: Internal Benchmark Assessments taken in the Fall, Winter, and Spring
- Grades 3 -8: Interim Assessments in Math, ELA, or both
- Grades 5, 8, and one time in high school during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic

performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through the Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We have created a [Parent Testing Website](#) for this purpose. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to become English language proficient in their grade level.

New students that have another language indicated besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified as English proficient . At that point, they will no longer need to take the test.

Internal Diagnostic: Star Assessments & Interim CAASPP Assessments

Our school believes that ongoing assessments will help to inform and guide instructional practices. The Star Assessment is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose the Star Assessments because of its adaptive and non-adaptive nature. The Standards Mastery and the Diagnostic reports pinpoint students' needs down to the sub-skill level. The Star Assessment provides data-driven insights and support for successful implementation of standards. The homeschool teacher will provide the parents with the results of the Star Assessment, so the parent and teacher can collaborate to create a personalized learning plan for each student. These assessments will occur twice a year, once in the fall and spring of each year.

Interim CAASPP Assessments

Our families with students in applicable grade levels will also be asked to participate in a CAASPP interim benchmark assessment during our winter testing window. This assessment will help our school and homeschool teachers identify areas of strength and need for students as we head into CAASPP testing in the Spring.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts. Contact information: records@sequoiagrove.org

Document Requested	Expected Time of Processing
Work Permit	● 2-3 Business Days
Enrollment Verification	● 2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	● 3-5 Business Days
Copies of Cumulative File (Student Records)	● 3-5 Business Days

Entertainment Work Permits:

Families download the Application for Permission to Work in Entertainment Industry form DLSE 277 from the [CA Department of Industrial Relations Website](#)

Once the family fills out the top portion of the form they email the form to: records@sequoiagrove.org

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will sign, stamp, and provide the family with two copies. One will be sent via email, the other through regular US mail.

The family then has three options when submitting the completed application back to the CA Department of Industrial Relations.

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits:

Families download a Statement of Intent to Employ a Minor and Request for Work Permit form CDE B1-1 from the CA Department of Industrial Relations Website. They may also obtain this form from their potential employer. Once the family fills out the top section of the B1-1 form they email it to records@sequoiagrove.org

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will fill out and sign the

bottom portion of the B1-1 form and complete form B1-4, which is the actual permit. Both forms will then be mailed to the family.

Concurrent, College Enrollment

For all concurrent, college enrollment requests, please send applications and inquiries to your Guidance Counselor. There is a minimum five (5) business day turnaround for these applications, so please plan accordingly.

HARASSMENT

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. For these types of complaints, the School will follow the [Title IX Policy](#) processes and procedures, which may be found in the [School's Title IX Sexual Harassment Policy and Grievance Procedures](#).

The school will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall

be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

EXPULSION & SUSPENSION

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

Please see CCS's website for the

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

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 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The 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 school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the 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 school officials with legitimate educational interests. A school official is a person employed by the 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 school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the 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 school official in performing his or her tasks. A 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 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: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. 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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order

to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Disclaimer and Acknowledgments:

1. The school reserves the right to modify its policies at any time.
2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
10. The school may confiscate and search any school technology in the event of policy
11. The school is not in any way an Internet Service Provider.

ACRONYM GUIDE

504 - A customized education plan for students with physical or mental impairments that legally ensures they will be treated fairly at school.

A-G - Refers to the college entrance requirements set forth by the University of California (UC) and California State University (CSU) systems.

CAASPP - California Assessment of Student Performance and Progress

CAST - California Science Test

CELDT - California English Language Development Test

ELA - English Language Arts

ELD - English Language Development

ELPAC - English Language Proficiency Assessment of CA

EMR - Educational Material Resource (for placing PRODUCT/MATERIAL orders in OPS)

EUs - Educational Units (aka Credits/Instructional Funds/Amounts remaining in OPS)

GenEd - General Education (as opposed to Special Education)

HDC - Household Data Collection

HS - High School

HQT - Highly Qualified Teacher

HST - Homeschool Teacher

IGP - Individualized Graduation Plan

ITA - Instructional Team Advisor

LC - Learning Coach

LP - Learning Period

MA - Master Agreement

MTSS - Multi-Tiered System of Supports

OPS - Order Purchasing System

PFT - Physical Fitness Test

POR - Proof of Residence

RTI - Response to Intervention

SAI - Specialized Academic Instruction (provided by SPED)

SLP - Speech-Language Pathologist

SPED - Special Education

SSID - Statewide Student Identifier

SST - Student Success Team

VAPA - Visual and Performing Arts

VCI - Vendor Course Instructor (for placing SERVICE orders in OPS)

WASC - Western Association of Schools and Colleges

WS - Work Sample

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Events - Dates TBD	
Community Opportunities	
Field Trips	

 School Closed

2022-2023 School Calendar



CLARKSVILLE CHARTER SCHOOL

School Year Dates	
Aug 1	Teachers Return to Work
Aug 15	First Day of School
Jan 11	End of Semester 1
Jan 18	Report Cards Due
May 26	Last Day of School
Jun 1	Report Cards Due
Jun 2	Last Teacher Day

Non-Instructional Days	
Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 21-28	Thanksgiving Break
Dec 22-Jan 6	Winter Break
Jan 16	Martin Luther King, Jr. Day
Jan 27	Staff In-Service
Feb 17	Lincoln Day
Feb 20	Washington Day
Apr 3-10	Spring Break
May 29	Memorial Day

Learning Period Dates	
LP1	8/15-9/16
LP2	9/19-10/14
LP3	10/17-11/10
LP4	11/14-1/11
LP5	1/12-2/10
LP6	2/13-3/10
LP7	3/13-4/14
LP8	4/17-5/26

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

 Last Day of Semester 1

 Report Cards

 First & Last Day of School

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Win, Spr	Assessments



SIGNING OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements

- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Instructional Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines

User Agreement:

I have read, understand, and will abide by the above **PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY** while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Student Name (Print)

Student Signature

Date _____

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date _____