



K-12 Online

Scholar Handbook

2019-20

CCS of Los Angeles * CCS of San Diego * CCS of Yolo

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Letter from The Superintendent & CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS,” “Compass,” “Charter School,” or the “School”) your school of choice. I am proud to be the Superintendent & CEO of CCS, and I am looking forward to working with our staff to provide a quality non-classroom-based independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

CCS Vocabulary

Like any school, Compass Charter Schools has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

Learning Coach - Parents and guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the Learning Coach.

Scholar - At CCS we choose to refer to each student as a “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Learning Management System (“LMS”) - is a computer program used to deliver education courses from the teacher to the scholar. It helps keep the learning organized and allow the teacher to create, adjust, and assign lessons and grades to the scholar.

Learning Period (“LP”) - The span of time between which a scholar and teacher connect to review the learning for that time period. The span of time between which work assignments begin and when they are given to the teacher for evaluation.

Western Association of Schools and Colleges (“WASC”) - A committee of educators from within the region who evaluate and approve schools for accreditation based on the organization's criterion. One of their purposes is to ensure educational best practices. University of California schools has a policy that requires all schools to be accredited in order to establish and maintain an “A-G” course list.

Charter – At CCS, we work diligently to provide a high quality of support to both our scholars and their families. To that end, we are proud of the extremely positive feedback we receive from parents and scholars. As a charter school, it is important that we all work together for the future of our scholars. Charter schools operate under a charter, or contract, with a school district that allows them to operate with some freedoms that district schools do not have, however strong academic results and promises made in the charter must be met as part of that contract. Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego and Compass Charter Schools of Yolo are proud to be building excellence with our district partners, Acton-Agua Dulce Unified School District, Mountain Empire Unified School District and Winters Joint Unified School District.

We have a great leadership team:

- Ms. Ashley Daugherty, our Online K-8 Coordinator, who coordinates the elementary and middle school academic programs

- Mrs. Janae Smith, our Online High School Coordinator, who coordinates the high school academic program
- Mrs. Erin Smith, our Director of Online Learning
- Dr. Aviva Ebner, our Assistant Superintendent & Chief Academic Officer

I encourage you to visit our website's *Meet Our Team* page to learn more about our terrific teachers along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing CCS. We look forward to being part of your and your scholar's educational journey!

Forever Loud & Proud,

J.J. Lewis, M.Ed.
Superintendent & CEO
@lewis1jj

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Pledge of Excellence

CCS signed onto the Independent Study Pledge of Excellence in 2016. Its purpose is to establish a consistent, transparent approach to responsible charter school management across all of the member schools. The Code of Conduct is a pledge to employees, families and the public that member charter schools will conduct business in an honest, legal and ethical manner.

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decisions in the running of these charter schools. The Pledge reads:

“Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

1. As operators of high-quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high-quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.

4. As operators of high-quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
5. As operators of high-quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
6. As operators of high-quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
7. As operators of high-quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.”

Description of Program

CCS is one of California's leading public charter schools serving scholars throughout the state in transitional kindergarten (“TK”), kindergarten, and grades one (1) through twelve (12). We are an independent study program. We recognize that in education one size does not fit all and have two great programs to serve scholars, the options program and the online program. This Scholar Handbook is specific to the online program. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar’s needs.

A prospectus, including a description of the curriculum along with titles, descriptions, and instructional aims of every course offered by CCS, is available for review upon request. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

CCS is an academic program, and we are proud of the rich, rigorous, standards-based program we provide. Because we are a virtual school, we utilize many digital tools and platforms. For example, parent workshops, clubs, parent teacher conferences, and live, academic instruction are conducted virtually. These digital tools allow us to enhance our scholars’ learning, as well as the relationships and communication we have with them and each other. While a virtual community is important to us, we also seek to build in-person communities with a variety of enrichment events, workshops, and field trips.

Enrollment Requirements

- A scholar must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year. For those young scholars who will turn five between September 2 and December 2, they can enroll in Transitional Kindergarten. A scholar’s age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in

school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after his/her 19th birthday, he/she may not enroll with CCS.

- A scholar must have completed the CCS enrollment process/packet, submit the applicable compliance documents, and signed a Master Agreement prior to starting courses.
- In accordance with Education Code Section 51747.3, a scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized. Scholars must provide proof of residency.
- A scholar may only be enrolled in CCS and not concurrently enrolled in another school, public or private. (unless prior permission is given for a community college).

Immunization Requirements

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming scholars. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all scholars, the Charter School follows and abides by the health standards set forth by the state of California. Scholars will not attend school until all required records have been received. The immunization status of all scholars will be reviewed periodically. Those scholars who do not meet the State guidelines may be excluded from school until the requirements are met. Scholars who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

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

Learning Coaches are asked to provide proof of immunizations upon registration in order to maintain updated records. All scholars must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370; If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
3. Scholars who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CCS, shall be allowed to enroll at the CCS without being fully immunized until the scholar enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - a. "Grade span" means each of the following:
 - i. Birth to Preschool.
 - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - iii. Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the scholar's individualized education program.

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention ("CDC") to have an increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return.

Oral Health Exam Requirements

California law states your scholar must have a dental check-up by May 31 of his/her kindergarten year or, if the scholar was not previously enrolled in kindergarten in a public school, his/her first-grade year. A California licensed dental professional operating within his/her scope of practice must perform the check-up and fill out our oral health assessment form. If your scholar had a dental check-up in the 12 months before he/she started school, ask your dentist to fill out the oral health assessment form required for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Diabetes

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

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

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

Physical Examinations and Right to Refuse

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

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Superintendent & CEO of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to scholars in grades 5, 7, 9, and 11 whose parents or guardians provide written permission. California Education Code sections 51513 and 51938(c) specify that parent or guardian consent be granted before scholars are given questionnaires or surveys asking about personal beliefs or practices that include health behavior and risks. There are two kinds of parent or guardian consent: passive and active.

- Active Consent requires that a parent or legal guardian be notified in writing and gives written permission for the scholar to participate in the survey. Active consent is required of the fifth grade CHKS survey.
- Passive Consent requires that a parent or legal guardian be notified in writing about the survey and is given the opportunity to review the survey. Parents need to notify the school if they do not want their child to participate in the survey. Passive consent is required for CHKS survey administered to scholars in grades seven through twelve.

The CHKS is an anonymous, confidential survey of school climate and safety, scholar wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Availability of Health Insurance

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

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

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

Mental Health Services

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

Available on Campus:

- School-based counseling services – your scholar is encouraged to directly contact a Charter School counselor by making an appointment to speak with a counselor. The Counseling Services Department can be reached at (855-937-4227). Our Charter School counselors support scholars by providing individual sessions, group or parent consultations whenever a scholar is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Special Education Department at (855) 937-4227 to request an evaluation.

Available in the Community:

- Community resources are listed on the school website under counseling resources.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at (800) 273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at (866) 488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all scholars may be vulnerable. Charter School believes it is a priority to inform our scholars about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available on the school website for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and breathing secondhand smoke. Charter School provides instructional programs designed to discourage scholars from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all Charter School to provide a healthy environment for scholars and staff.

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related products or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of a playground. Smoking or use of any tobacco-related products is also prohibited within 250 feet of the youth sports

event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threats, or retaliation against a person for attempting to enforce this policy is prohibited.

The Superintendent & CEO or designee shall inform scholars, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property. A copy of the complete Policy is available upon request at the main office and on the School's website within the Policy Manual.

Surveys About Personal Beliefs

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

Free and Reduced-Price Meals

Pursuant to California Law, the Charter School will provide each scholar who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meals per each school day on which the eligible scholar is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible scholars as possible. Completed application forms can be returned to the main office.

School Safety Plan

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

Pregnant and Parenting scholars

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

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

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

A copy of the UCP is available upon request at the main office and on the school website within the CCS Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent & CEO.

Master Agreement

To attend CCS, each scholar, Learning Coach, and supervising teacher shall sign a Master Agreement (“MA”) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or Learning Coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting classes will result in a mandatory meeting with the Superintendent & CEO or designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the Learning Coach. The signed MA is the agreement that the scholar and Learning Coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

An addendum or updated MA must be submitted if changes are made in courses, supervising teacher, or grade level during the school year.

Teacher Qualification Information

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

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. Learning Coaches who wish to request Internet service will need to fill out the appropriate forms which are available on the school website. Alternatively, a Learning Coach may opt to independently purchase an internet connection. An internet connection is required because the nature of the CCS program requires that scholars and Learning Coaches and scholars log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments.

Internet Safety Policy

It is the policy of CCS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online

disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act. The complete CCS scholar Use of Technology Policy is available on the school website or at the Central Office within the CCS Policy Manual.

Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their scholar(s). Learning Coaches who wish to loan a computer from CCS will need to fill out the appropriate forms which are available on the school website. All requests for loaner computers shall be honored. Faculty, staff, or other scholars shall not be notified that a scholar is using a loaner computer unless such disclosure is necessary for maintenance and asset management. Learning Coaches will be expected to monitor their scholar's use of the loaned computer to ensure appropriate use for educational purposes. Please be advised that the computer remains school property and there is no reasonable expectation of privacy. When a scholar graduates or disenrolled from CCS, the loaner computer (and all other school property) must be returned.

Grade Level Placement Policy

A scholar's grade level is determined upon initial enrollment and is written on the Master Agreement.

If an elementary scholar is coming to CCS from another school, the grade level is typically based on the scholar's grade level at the previous school. If no previous school was attended, grade level can be determined by the legal need to be (or have been) five (5) years old by the cutoff date in the year of entry into kindergarten and proceeding chronologically for each grade level.

An incoming scholar must provide the most recent report card, current progress report, and transcript if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment but will delay the appropriate placement of the scholar into courses.

Policy on Promotion and Retention

Promotion to the next grade level is dependent upon the grades earned. Scholars must pass a minimum number of core curriculum courses (i.e., mathematics, science, social science and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year. Scholars who do not make satisfactory progress each year are at risk of being retained. If a scholar is recommended for retention, the School will notify the scholars Learning Coach in writing.

Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the School should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the Director of Online Learning. The appeal must clearly state the grounds for the appeal. Within fourteen (14) calendar days, the Director of Online Learning or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated time frame described above. The Director of Online

Learning's decision will be final.

Placement

If a Learning Coach or teacher feels that a scholar should be placed in a different grade level, the situation must be discussed with the Learning Coach, K-8/High School Coordinator, and Director of Online Learning prior to making the change on the Master Agreement. They will make a recommendation for the Superintendent & CEO or designee who shall make the final decision.

Scholars may be required to take a placement exam and/or end of unit subject tests to determine appropriate placement based on Learning Coach requests for skipping or repeating a grade.

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again at the start of the second semester, and again at the end of the school year.

If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Counseling Services, K-8/High School Coordinator, and Director of Online Learning. Scholars may be required to take assessments to determine appropriate placement.

Scholar Expectations

- Attend live, real-time virtual classroom sessions (Learning Labs) as required.
- Attend live, real-time Q&A sessions as needed or as requested by the teacher to receive additional support and instruction.
- Attend all support sessions as requested by teachers.
- At a minimum, work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete all required assignments according to the daily plan/pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Take notes, ask questions, and complete all assignments
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS issued computers, contact the IT Department immediately to resolve the issue.
- Scholars are required to log in and complete daily course work to adhere to the CCS Attendance policy.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in extracurricular activities, the scholar is expected to maintain appropriate course progress and submit work timely. Notify the Records Department within five (5) business days if there is a change of address, phone or email.
- Be respectful in interactions with fellow scholars, Learning Coaches, faculty, and staff.
- Attend all state testing in person at school-designated locations.

Learning Coach Responsibilities

- Communicate regularly with all school staff.
- Complete weekly activity logs as sent by Supervising Teacher on time.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress as well as all CCS communication including Monday Morning Updates and the quarterly newsletter and respond promptly if a response is required.
- Turn in correctly dated work samples on time with appropriate pages, topics, and lesson numbers.
- Make sure that all work has been corrected and that work samples with rough drafts are included.
- Ensure the Learning Coach has reliable contact information on record at the school.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Keep informed of news and information about school through communication from staff and newsletters.
- Include the scholar's name and grade in emails.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Alert administration if the Learning Coach does not hear back from a scholar's teacher within 48 hours.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Be present in your scholar's daily school life.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Supervise, tutor, coach, and direct the scholar's daily lessons as advised by the assigned supervising credentialed teacher.
- Establish daily and weekly goals by creating a consistent schedule.
- Ensure that your scholar attends Virtual Classroom (Learning Labs) sessions, all support sessions, and open office hours that are run/required by teachers.
- Become familiar with the CCS grading system, making sure to understand the difference between "progress grade" grade and "final" grade.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers and counselors to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.
- Be a positive role model for the scholar.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Set high expectations for scholar's success

- Participate in parent/Learning Coach conferences in both the fall and spring semesters with scholars' teachers.

Virtual Classroom Expectations

CCS will follow discipline procedures, including suspension and expulsion procedures, in accordance with the CCS charter and the Charter School policy as it pertains to violations to any of the following expectations:

1. Respect opinions and privacy of others during web-based discussions.
2. Refrain from posting anonymous messages unless authorized by the teacher.
3. Use only your own username and password, and do not share these with anyone.
4. Do not post personal information including: Phone number, YouTube, Facebook, etc.
5. Do not download, transmit or post material that is intended for personal gain or profit.
6. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
7. Do not distract other scholars via chat, web or drawing features.
8. Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
9. Do not post any audio, video, or other non-instructional files to any CCS server.
10. Avoid using sarcasm, jargon, and slang, and never use derogatory or foul language.
11. Limit use of communications expressed in all capital letters, as this can be considered yelling.
12. Do not broadcast online discussions, and never reveal other people's email addresses.

A copy of the Charter School's full Suspension and Expulsion Policy is available on the School website or at the Central Office.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an online school looks very different than that at a brick and mortar school.

Independent study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar's work product, judged at the discretion of the supervising credentialed teacher. A copy of the Charter School's full Independent Study Policy is available on the School website within the CCS Policy Manual or at the Central Office.

Activity Logs

The Learning Coach and scholar must ensure that activity logs are accurate, marking activity each day in the relevant subject areas. Activities may include virtual class sessions, outside class sessions, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated weekly.

Blanks on the activity log from lack of educational activity for the day are considered unexcused absences. Several blanks/absences will result in an evaluation to determine whether it is in the best interest of the scholar to remain in independent study. If it is determined that independent study is not

in the best interest of the scholar, the school will follow the involuntary removal language outlined within this Handbook.

Work Sample Requirements

- In order for attendance credit to be given, representative work samples must be emailed to the teacher when requested and in accordance with the frequency, time, and manner specified in the board policy on independent study and the applicable provisions of the Master Agreement. Work samples need to be submitted to the assigned supervising teacher each learning period.
- If the teacher feels the need to seek further or alternate samples, those must be provided within three days of the request.
- Teachers will give scholars due dates and the quantity and descriptions of work samples that should be submitted.
- It is essential that these work samples are submitted on time. Failure to do so can result in academic or disciplinary sanctions.

Virtual Classroom Attendance “Learning Labs”

All CCS teachers provide live, Learning Labs each week within each content area. The sessions allow scholars to interact with their teachers and be instructed in real time. All scholars are expected to participate in the Learning Lab sessions for each of their courses. Attendance in Learning Labs can be included as part of the 10% of the scholar’s participation grade for the scholar’s courses.

Q&A Sessions/Office Hours

The remaining 2-3 days of web-based instruction hosted by teachers are “office hours” or Q&A sessions. Teachers host regularly scheduled Q&A sessions each week where scholars can receive tutoring and assistance on coursework in real time. Scholars are also encouraged to schedule appointments outside of the scheduled Q&A if the teacher’s schedule does not work with theirs or if they need additional support.

Missed Assignments

As per the independent study policy, after five [5] missed assignments, in ten [10] school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

The Learning Coach is expected to check the Learning Management System (“LMS”) account daily to ensure the scholar is logging in daily and progressing through courses at an appropriate pace. Additionally, the Learning Coach must ensure their scholar is submitting work, as specified on the pacing guide. Work should be turned in consistently throughout the program or the scholar may get too far behind and not be able to pass their course.

Parent/Teacher Conferences

Learning Coaches and scholars will plan to attend Parent/Teacher Conferences (“PTC”) each semester with the supervising teacher to create scholar goals to ensure scholar success. Learning Coaches, scholars, and supervising teachers will monitor goal progress throughout the semester.

Teachers are available to conference with Learning Coaches and scholars in addition to these formal

PTCs throughout the semester and school year by request.

State Standardized Tests

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

- Grade 5, 8, 11 and 12 - California Science Test (“CAST”). Grade 12 scholars will take the CAST if they have not previously taken it.
- Grades 3-8, 11 - SBAC Testing (aka California Assessment of Student Performance and Progress: “CAASPP”) - ELA and math
- Grade 5, 7, 9 - Physical Fitness Test (“PFT”)
- English Language Learners: English Language Proficiency Assessments for California (“ELPAC”)

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’s effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government.

CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our Learning Coaches. Individual scholar performance results on statewide assessments will be distributed to both Learning Coaches and teachers in a timely manner once released from the state. For more information on Testing & Accountability, visit the California Department of Education (“CDE”)’s web page at <http://www.cde.ca.gov/ta/>. Notwithstanding any other provision of law, a Learning Coach’s written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (“AP”)

A program offering college-level curricula and examinations to high school scholars. American colleges and universities often grant placement and course credit to scholars who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For questions on AP testing, registration and locations please speak with the College & Career Readiness Counselor.

Scholastic Aptitude Test (“SAT”)

A nationwide test used by most institutions to help determine college and university admission eligibility. The SAT is offered and administered by the College Board. It is the scholar’s responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between August and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online at www.collegeboard.com. For questions on SAT testing, registration, fee waivers and locations please contact the College & Career Readiness Counselor.

SAT Subject Tests

Tests administered by the College Board, in specific subjects. Scholars should consult specific college catalogs to find out if the subject tests are necessary for admission. There are several test dates between August and June. Apply online at www.collegeboard.com. For questions on SAT Subject testing, registration, fee waivers and locations please contact the College & Career Readiness Counselor.

Preliminary Scholastic Aptitude Test (“PSAT”/”NMSQT”)

A shorter version of the SAT and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. This exam is only administered in October. For questions on PSAT testing, registration, fee waivers and locations please contact the College & Career Readiness Counselor.

American College Test (“ACT”)

A nationwide test used by most institutions to help determine college and university admission eligibility. The ACT test content consists of English, math, reading, and science. There is also a writing test. Many colleges require the writing portion to be completed. There are several dates between September and July (different dates than the SAT). Scholars may take the test more than once. Apply online at www.actstudent.org. For questions on ACT testing, registration, fee waivers and locations please contact the College & Career Readiness Counselor.

California High School Proficiency Examination (“CHSPE”)

A test for scholars who need to verify high school level skills to earn the legal equivalent of a high school diploma. Scholars who are at least 16 years of age or who have been enrolled in the 10th grade for one academic year or longer or who will complete one academic year of enrollment in the 10th grade at the end of the semester during which the CHSPE regular administration (Spring/Fall) will be conducted. Prior to registering for the exam contact your counselor. For more information, visit <https://www.chspe.net/>.

General Educational Development Test (“GED”)

Test may be taken by scholars 18 years of age or older for the purpose of earning a California High School Equivalency Certificate. Prior to registering for the exam contact your counselor. For more information, visit <https://ged.com/>.

College Level Examination Program (“CLEP”)

A credit by examination program that allows participants to demonstrate college level mastery of introductory courses and possibly earn college credit. Policies for accepting CLEP college credits vary from college to college, so please check with the targeted college first.

High School Equivalency Test (“HiSET”)

Must be a California resident or a member of the Armed Forces to take this exam. A scholar must meet state eligibility requirements. Please view the link for details. Prior to registering for the exam contact your counselor. For more information, visit <http://hiset.ets.org/requirements/ca>.

Methods of Communication

Reliable contact information is required for all Learning Coaches and for scholars.

Email Expectations

- We request that scholars and Learning Coaches supply separate email addresses for communication.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this Handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyber-bullying or any form of harassment.

Unable to Contact

Regular communication with CCS teachers is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's teacher for a period of time, please notify the teacher so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff are unable to reach the scholar and/or Learning Coach for ten (10) consecutive days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or Learning Coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff. In order to request change of contact information, the Learning Coach must complete the [Change of Information Form which is located on the Schools' website](#).

Proof of Residency

Learning Coaches must notify the Records Department should contact information change and provide a proof of new residence to them. A form to submit these changes can be found on the School's website under Parent/Scholar Resources. Learning Coaches must complete the [Change of Information Form](#) to update their address and provide an updated proof of residence attached or emailed to records@compasscharters.org.

Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

Authorized Contacts

At the time of enrollment, a scholar's Learning Coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the School.

Academic Program

AVID

Advancement Via Individual Determination (“AVID”), is a college readiness system for elementary-aged scholars through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (“ACRS”) accelerates scholar learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. While typically found in brick-and-mortar schools, Compass is proud to be one of a select few who are offering this program online.

The AVID curriculum, based on rigorous standards, is driven by the Writing, Inquiry, Collaboration, Organization and Reading (“WICOR”) method. AVID curriculum is used in AVID elective classes and in content-area classes (English language arts, math, science, and social studies) in AVID schools. Our teachers use AVID strategies in both their Learning Labs and Q&A sessions.

Grades

The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar’s work and the scholar’s degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud or cheating, or if a mistake was made by the teacher assigning the grade. If the scholar or Learning Coach want to challenge a grade, they may follow the process outlined within the School’s scholar records policy which is located within the CCS Policy Manual.

Scholar Recognition

Honor Roll:

- Is awarded to scholars each semester who have earned a 3.5 GPA or higher.

Scholar of the Month:

- Receiving a 90% or higher in all academic courses
- Working on pace consistently and embodies an independent learner

Progress Monitoring/Reports

“Snapshots” of scholar progress can be viewed in the curriculum’s OLS (for grades K-5) and the Parent Scholar Portal (for grades 6-12) and/or shared by teachers on an ongoing basis.

Weekly Progress Reports of scholar grades in all courses are issued by email on a weekly basis for scholars in grades 6-12. While phone calls and emails are used frequently, Progress Reports serve as a formal notice of grades.

Multi-Tiered System of Support

A Multi-Tiered System of Supports (“MTSS”), including Response to Intervention (“RTI”) and Positive Behavioral Intervention and Supports (“PBIS”), is a systematic multi-tiered model which targets behavioral, social, emotional, and academic support for scholars. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified and supported early and effectively.

MTSS provides high quality standards-based core instruction and the use of data to identify scholars for appropriate acceleration and intervention. The MTSS model advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses as well as providing immediate, evidence-based intervention.

In order to best support our scholars and ensure they are achieving academically and socially/emotionally, scholars receive support from different Tiers throughout the framework.

The three components within the CCS MTSS framework are:

- Assessments
- Internal Benchmark assessments
- CAASPP State Testing

High-Quality, Evidence-Based Instruction

- Tier 1 - Core Instruction (80%--universal interventions)
- Tier 2 - Supplemental Instruction (15%--targeted group interventions)
- Tier 3 - Intensive Instruction (5%--intensive individual interventions)

Data-Based Decision Making

- Leadership meets regularly to assure outcomes are achieved

Academic support sessions, social emotional learning, and behavioral groupings are provided on a regular-basis and supported by the Scholar Success Coordinator. Scholars invited to these support sessions are encouraged to attend.

Kindergarten – 5th Grading Policy

Scholars’ final grades will be reported according to the following scale:

- 4- Exceeds:** Scholars have completed 90%-100% of subject units and exceeds standards and expectations. Scholars are on track to move on to the next grade level.
- 3- Meets:** Scholars have completed 70%-89% of subject units and meets standards and expectations. Scholars are on track to move on to the next grade level.
- 2- Nearly Meets:** Scholars have completed 60%-69% of subject units and nearly meets standards and expectations. This may result in a scholar being retained at their current grade level or will be asked to

complete the remainder of the course work the following school year.

1- Does Not Meet: Scholars have completed below 59% of subject units and does not meet standards and expectations. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

6-8 Grading Policy

Middle School Course Placement

All middle school scholars are required to enroll in four (4) academic courses (English, mathematics, science, social science), physical education and one elective course each semester of the academic school year.

Middle School Course Scheduling

Our middle school academic program utilizes semester scheduling. No extensions are provided and all end dates are final.

Middle School Grading Scale

A standard percentage scale is used school wide to determine grades. This ensures a standard of excellence toward which each scholar may strive to achieve.

LETTER GRADE	PERCENTAGE	GPA POINTS
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	BELOW 60	0

Middle School Subject Requirements

English Language Arts

English 6

English 7

English 8

Mathematics

Math 6

Math 7

Math 8

Science

Science 6

Science 7

Science 8

Social Studies

Social Studies 6

Social Studies 7

Social Studies 8

Health

Health 7

Physical Education

Compass Physical Education 6

Compass Physical Education 7

Compass Physical Education 8

**Each scholar is required to complete 60 hours of physical activity each semester.*

Electives/(S) = two semester courses per school year

MS Character Education (S)

MS Computer Basics (S)

MS Gaming Unlocked (S)

MS Photography (S)

MS Study Skills (S)
 *Spanish 7 A/B
 *Spanish 8 A/B (prerequisite Spanish 7A/B)

*The 7th and 8th grade year long Spanish elective courses will be eligible to meet the high school foreign language requirement of Spanish 1 if completed with a grade of B or higher each semester (5 credits for each academic school year). No partial credit will be awarded.

9-12 Grading Policy

High School Graduation Requirements

Subject Requirements	Total Credits	Course(s)
English (4 Years Required)	40	English 9, English 10, English 11, English 12
Science (2 Years Required: Life & Physical Science)	20	Biology (Life) Physical Science or Chemistry or Physics (Physical)
Mathematics (3 Years Required; minimum Geometry)	30	Algebra 1, Geometry, Algebra 2, College Math Prep,
History/Social Science (3 Years Required)	30	World History, American History, American Civics and Government/Economics
Foreign Language (1 Year Required)	10	Spanish 1, 2, 3
Visual and Performing Arts (1 Year Required)	10	Art History A & B,, Graphic Web Design, Photography
Physical Education (2 Years Required)	20	Physical Education 9, Physical Education 10
Health (1 Semester Required)	5	Health
Electives	55	See Course Catalog for scholar elective options

Total	220	
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High School Course Scheduling

When selecting courses each year, remember that course selection is a collaborative process that involves the scholar, Learning Coach, and counselor to ensure proper placement. Our academic program utilizes semester scheduling. No extensions are provided and all end dates are final.

High School Grading Scale

Credit is earned for cumulative grades of A through D in all courses. Each semester course receives 5 credits for each course passed. Honors and Advanced Placement courses are weighted on a 5.0 scale

LETTER GRADE	PERCENTAGE	COLLEGE PREP Unweighted GPA	HONORS/AP Weighted GPA
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	BELOW 60	0	0

Withdrawn (“W”)- This grade will be given when scholar withdraws from CCS prior to completing 100% of the coursework.

Final Exams

All scholars in grades 9-12 are required to take all end of unit or module exams as well as semester final examinations in all courses. Scholars may not “test out” of courses by only taking a final examination.

A-G College Board Approved Science Wet Labs

At least 20 percent of class time in high school science courses will include teacher-supervised, hands-on laboratory activities that are directly related to, and support, the other class work, and that involve inquiry, observation, analysis, and write-up of investigations consistent with the practices of the scientific field. Teacher supervision may be synchronous or asynchronous.

The frequency of these labs will be determined by the highly qualified CCS science instructor. All scholars are required to attend the labs as part of their science course. Make-up days will be available for scholars who may miss a virtual lab. Those make-up labs will need to be scheduled between the scholar and the instructor. Please note that failure to attend the virtual labs may jeopardize the scholar’s grade and chances to attend certain four-year colleges or universities.

Repeat Policy

Scholars may repeat a course to improve their GPA only if the original grade was a D or F. To be accepted by the UC/CSU system, scholars may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the

CCS repeat code, as well as “0.00” credits earned. The original course will not be included in the computation of the GPA. The course taken to remediate the D or F will be displayed with the grade and credits earned.

High School Course Placement Guidelines

Course placement is based upon review of scholar’s assessments, transcripts, and teacher recommendations. All scholars must meet specific course prerequisites for all subject areas.

Advanced Placement

According to the College Board, Advanced Placement (“AP”) is for ALL scholars—but scholars should be ready. Scholars do not need to be top of the class to be an AP scholar, but they will want to be prepared for the AP course they choose. Some AP classes have recommended courses they should take first, and all AP courses ask that they come willing to do their best work.

9th Grade CCS Math Placement Policy

CCS recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015. CCS’ complete policy is located within the CCS Policy Manual.

In determining the mathematics course placement for entering 9th grade scholars, Compass Charter Schools systematically takes multiple objective academic measures of the scholar’s performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”)
- Placement tests that are aligned to state-adopted content standards in mathematics.
- Classroom assignments and grades.
- Final grade in mathematics on the scholar’s official, end of the year 8th grade report card.
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

The Superintendent & CEO, or designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Compass Charter Schools shall annually report the aggregate results of this examination to the Board of Directors.

Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first three (3) weeks from the start of the semester. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable course schedule changes:

1. Improper course placement

2. Credit previously earned for the course
3. Course prerequisites not met

ACOP – Accelerated Course Options Program

- This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four weeks prior to the end of a semester (eligibility is dependent upon 75% completion in all other courses with good academic standing).
- A scholar may add two additional courses to their schedule no later than 8 weeks prior to end of semester (eligibility is dependent upon 50% completion in all other courses with good academic standing).
- Counselor approval required to participate in the program.
 - Counselor may approve a special circumstance request when a scholar may be eligible for additional course(s).
- Science lab courses are not eligible for ACOP

Community College classes

In some cases, it is possible for high school scholars within the spring semester of 10th grade, or enrolled in 11th or 12th grade to enroll concurrently at a community college. Please see the School’s complete board policy for additional information about taking community college classes.

A-G Requirements

The University of California (“UC”) must approve courses to meet a-g subject requirements that appear on the institution’s a-g course list. UC schools and California State Universities (“CSU”) check if freshmen applicants have taken courses from the a-g course list to meet admission requirements. 15 year-long courses must be completed with a C or better and 11 courses must be completed before the senior year.

California College Admission Information

University of California and California State University “A-G” Admission Requirements

U.S. History/Social Science 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government	2 Years
English	4 Years

Math <i>Algebra I, Geometry, Algebra II, etc.</i>	3 Years (4 Years Recommended)
*Laboratory Science (1 year of life science, 1 year of physical science) <i>Biology, Chemistry, Physics</i>	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
College Preparatory Electives <i>(Yearlong Course)</i>	1 Year
Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	
Courses are found on the Doorways website http://www.ucop.edu/doorway/	
<p>CSU Requirements: SAT or ACT with Writing UC Requirements: SAT or ACT with Writing</p> <p>Check with individual campuses to see if SAT Subject Tests are required or recommended.</p> <p>All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply</p>	

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a scholar must meet the eligibility and financial requirements as well as any minimum grade point average ("GPA") requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist scholars applying for financial aid, all 12th grade scholars are automatically considered a Cal Grant applicant and each 12th grade scholar's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school. A scholar, or the parent/guardian of a scholar under 18

years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the scholar's GPA. Until a scholar turns 18 years of age, only the parent/guardian may opt out the scholar. Once a scholar turns 18 years of age, only the scholar may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the scholar. All 12th grade scholars' GPA will be sent to CASC on October 1 of each year. scholars currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the scholar (or parent, if the scholar is under 18) has opted out by or before February 1.

CCS CEEB Codes

A CEEB code is a standardized ID number that is assigned to a high school, college or university. These codes are used to identify the high school a scholar attends. The CEEB code is needed for college entrance exams such as the SAT or ACT.

Compass Charter Schools School Name	CEEB Code
Compass Charter Schools of Los Angeles	054907
Compass Charter Schools of San Diego	054738
Compass Charter Schools of Yolo	TBA

NCAA – The National Collegiate Athletic Association

The National Collegiate Athletic Association (“NCAA”) is an athletic association that consists of three divisions (division I, II, and III) and oversees 23 college sports. For current NCAA academic requirements, visit eligibilitycenter.org. CCS courses are eligible for scholarships to play sports at the collegiate level.

Additional Information about the Academic Program

Concurrent/Dual Credit Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools he/she will be withdrawn from CCS using the involuntary removal process outlined within this Handbook.

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact with previous schools to determine eligibility of transfer credits.

Home School Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide records which include transcript (showing courses completed), a description of the curriculum, a copy of the Private School Affidavit, and work samples for review by CCS administration.

International Records

International records may require translation and/or evaluation prior to being considered for transfer credits. International transcripts and supporting documentation will be reviewed in order to grant appropriate credit for subjects studied in other countries. The transcripts must show that subjects were studied at the secondary level. Credits will be granted for subject's equivalent to the courses listed in the

course catalog in meeting graduation requirements.

Transcripts

Please contact the Records Department at records@compasscharters.org to receive a form to submit a request for official and/or unofficial transcripts.

Transcripts reflect both a weighted and unweighted grade point average (GPA):

Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents a 4.0 whether it was earned in an honors class or a lower level class.

Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for Advanced Placement level courses.

Note: CCS policy is to not rank scholar GPAs.

Work Permits

Scholars under the age of 18 must obtain a work permit from CCS after securing an opportunity for employment. Please visit <https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.asp>, https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm, and see the School's complete board policy for additional information about obtaining a work permit.

English Language Development ("ELD")

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

Adult Scholars (18 Years of Age and Older)

Scholars who are 18 years of age or older have many legal rights and responsibilities, such as the ability to sign legal documents, including but not limited to medical releases and IEPs. However, adult scholars must continue to follow policies in place for all scholars at CCS with respect to attendance and discipline.

In order for CCS to release any information related to the adult scholar's academics to their designated Learning Coach and/or parent(s), we must first receive permission from the adult scholar to do so. This release form can be found on our parent/scholar portal or by contacting the Enrollment Department.

California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human

immunodeficiency virus (HIV) prevention education be taught to scholars at least once in middle school and once in high school, beginning no later than grade seven. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all scholars, as defined by law. The law requires that instruction and materials must encourage scholars to communicate with parents, guardians or other trusted adults about human sexuality. Learning Coaches can preview the School Health course syllabus and scope and sequence by request.

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

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

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

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

Scholars with Special Needs

CCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CCS provides special

education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act, California Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education scholars enrolled at CCS. We offer high quality educational programs and services for all of our scholars in accordance with the assessed needs of each scholar. CCS collaborates with Learning Coaches, scholars, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each scholar.

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The Learning Coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director of Special Education at (855) 937-4227. A copy of the School's Section 504 policies and procedures and the School's special education policy is available upon request at the main office and on the School's website within the CCS Policy Manual.

Pursuant to the IDEA and relevant state law, CCS is responsible for identifying, locating, and evaluating children enrolled at CCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Homeless Scholars

"The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

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

Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento. Homeless status is determined in cooperation with the Learning Coach. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Superintendent & CEO designates the following staff person as the School Liaison for homeless scholars:

Vanessa Plascencia | Compliance Coordinator
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
805-807-8294
vplascencia@compasscharters.org

The School Liaison shall ensure that:

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

For any homeless scholar who enrolls at CCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment and annually. A copy of the complete Policy is available upon request at the main office and on the School's website within the CCS Policy Manual.

Education of Foster Children and Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office and on the school website within the CCS Policy Manual.

Academic Integrity and Plagiarism

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. These are violations of Academic Integrity. CCS takes violations of Academic integrity, in any form seriously, and it will not be tolerated.

Some examples include:

- Using or turning in another person's work and claim as your own;
- Copying from text, a web site or other course material;
- Using or attempting to use unauthorized materials or information in any academic exercise;
- Hiring someone to write a paper;
- Buying a paper or project;
- Sharing files;
- Copying from another person's work;
- Looking at another person's test or test materials;
- Letting a friend or Learning Coach do the work for you.

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as "the act of using another person's words or ideas without giving credit to that person: the act of plagiarizing something."

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft or fraud; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

How to Avoid Plagiarism

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should to ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Prevention of Plagiarism

- All scholars and learning coaches are given a copy of this CCS Scholar Handbook which outlines the School's policy on plagiarism.

- Scholars complete a lesson on understanding plagiarism during orientation.
- Teachers will use recognized plagiarism detection program to check for plagiarism as necessary.
- More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

In each of the offenses, the work that is deemed as plagiarized will not be accepted.

1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the Learning Coach and K-8/High School Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both Learning Coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.
- The scholar will be permitted to re-submit the work.

2nd Offense

- If a scholar is caught violating academic integrity a second time, with any teacher, the teacher will notify the Learning Coach, and K-8/High School Coordinator.
- The scholar will receive a “0” on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the Learning Coach and the scholar, and returned to the teacher. Notification will be sent via certified mail and email with read receipt.
- The K-8/High School Coordinator will schedule a meeting with the teacher, the scholar and the Learning Coach.

3rd Offense

- If a scholar is caught violating academic integrity a third time the teacher will notify the Learning Coach, K-8/High School Coordinator and Director of Online Learning.
- The scholar will receive a “0” on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by both the Learning Coach and scholar’s Notification will be sent via certified mail and email.
- A meeting will be held with the Director of Online Learning, K-8/High School Coordinator, teacher, Learning Coach and scholar.

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the Learning Coach, K-8/High School Coordinator and Director of Online Learning.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.

The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the Central Office.

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in academic

dishonesty, as determined by the K-8/High School Coordinator, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or Coordinator. Scholars on academic probation may not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Participation

Scholars enrolled in CCS (and their legal guardians, extended family members, and siblings based on age and capacity) may attend School field trips. Legal guardians, extended family members, and siblings must cover their own costs to attend. Once CCS has made payments to the field trip venue, no refunds for those additional costs will be processed.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's legal guardian. A new permission slip must be submitted for every scholar for each field trip. A copy of the permission slip shall be filed with the Engagement Department and one copy shall be given to the teacher(s) going on the field trip.

Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The emergency contact for each scholar will be designated on the event permission slip.
- Scholars are under the jurisdiction of the School at all times during the field trip and school rules are to be adhered to at all times.

Transferring Tickets

No person attending the field trip can independently transfer a ticket purchased for a field trip event to other individuals. Please inform the Engagement Department if you are unable to attend a field trip. The Engagement Department will then determine how to transfer tickets to another scholar, if possible.

Role of Volunteer Learning Coaches on Field Trips

Volunteers are needed to participate in all field trips and excursions to assist with supervision of scholar(s). Learning Coaches or approved adults accompanying the CCS group and assisting in supervising scholars shall receive clear information regarding their responsibilities from the Engagement Department or sponsoring teacher. Prior to the field trip or excursion, the Engagement Department or sponsoring teacher may hold a required meeting for these volunteer Learning Coaches/approved adults scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs. In any situation, the volunteer Learning Coaches and/or approved adults shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and/or supervising scholars on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar Leadership Council will be advised by the Superintendent & CEO. The Superintendent & CEO, as advisor,

will establish a fair process for the nomination and election of officers for President, Vice President, Secretary, and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Engagement Department consistent with this policy and any other applicable requirements.

Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Engagement Department, for initial review to ensure consistency with school rules.

Fundraising

All funds raised by any scholar organization shall be maintained by CCS and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Superintendent & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

A scholar organization may have its privilege to meet on school property or at a school sponsored event revoked if they engage in conduct which is in violation of this handbook, disruptive to the educational process, damages school property, or is in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses, or unduly influences other scholars to participate in any meeting.

Nondiscrimination Statement

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

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

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Titles VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate

harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

A copy of the complete policy shall be available free of charge at its Central Office and on the School’s website within the CCS Policy Manual.

Scholar Grievances

Compass Charter School has three (3) complaint policies: General Complaint Policy, the Uniform Complaint Policy, and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.

General Complaint Policy

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be available at its Central Office and on the CCS website.

Uniform Complaint Procedure

CCS has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Board of Directors. The UCP shall be used to resolve the following types of complaints:

- 1) Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, immigration status/citizenship, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

- 2) Violations of state or federal law and regulations governing the following programs including but not limited to: Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils, and Pupils from Military Families, Local Control and Accountability Plans (LCAP), Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs,, State Preschool, Bilingual Education Comprehensive School Safety Plans,
- 3) A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity

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

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

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

The Superintendent & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent & CEOs or designee.

Should a complaint be filed against the Superintendent & CEO, the compliance officer for that case shall be the President of the Charter School Board of Directors.

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

complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

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

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

A copy of the UCP policy and complaint procedures shall be available free of charge at its Central Office and on the School's website within the CCS Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent & CEO.

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

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

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

To the extent possible, the Charter School will make reasonable efforts to prevent scholars from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond,

and address and report on such behaviors in a timely manner. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

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

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

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

Scholar Records, Including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords Learning Coaches and scholars who are 18 years of age or older (“eligible scholars”) certain rights with respect to the scholar’s education records. These rights are:

1. The right to inspect and review the scholar's education records within 5 business days after the day CCS receives a request for access. Learning Coaches or eligible scholars should submit to the CCS Superintendent & CEO or designee a written request that identifies the records they wish to inspect. The CCS official will make arrangements for access and notify the Learning Coach or eligible scholar of the time and place where the records may be inspected.
2. The right to request the amendment of the scholar’s education records that the Learning Coach or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar’s privacy rights under FERPA.

Learning Coaches or eligible scholars who wish to ask CCS to amend a record should write the CCS Superintendent & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible scholar, CCS will notify the Learning Coach or eligible scholar 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 Learning Coach or eligible scholar when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible scholar, the Superintendent & CEO must order the correction or the removal and destruction of the information and inform the parent or eligible scholar of the amendment in writing.

3. The right to provide written consent before CCS discloses personally identifiable information (“PII”) from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS 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 Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another CCS official in performing his or her tasks. A CCS 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, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

CCS does not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving

district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible scholars. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish year books. CCS has designated the following information as directory information:

1. Scholar's name
2. Scholar's address
3. Learning Coach's address
4. Telephone listing
5. Scholar's electronic mail address

6. Learning Coach's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. Participation in officially recognized activities and sports
14. The most recent educational agency or institution attended
15. Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent & CEO at jlewis@compasscharters.org. A copy of the complete Policy is available upon request at the main office and on the School's website within the CCS Policy Manual.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's Learning Coach communicates the decision through their teacher and/or counselor.
2. The teacher notifies the Attendance Coordinator who sends the learning coach an email to confirm the withdrawal.
3. For scholars in grades 9-12, the counselor will hold a voluntary exit conference with the learning coach to ensure the scholar receives the appropriate academic consultation.
4. The scholar's teacher will schedule an exit conference with the Learning Coach, scholar, and K-8/High School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
5. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
6. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
7. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.
8. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in

progress, and will receive an incomplete (“I”) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Involuntary Removal Process

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

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

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

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

A hearing decision not to disenroll the scholar does not prevent the Charter School from making a similar recommendation in the future should scholar truancy continue or re-occur.

Parent and Family Engagement Policy

The Charter School aims to provide all scholars in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure scholar success. A copy of the Charter School’s complete Policy is available upon request in the main

office and on the school website within the Policy Manual.

Employee Interactions with Scholars

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a scholar. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a scholar from fighting with another scholar;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a scholar;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
2. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/scholar Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by

staff members while interacting with a scholar. Trespassing the boundaries of a scholar/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/scholar Behaviors (Violations of this Policy)

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

Unacceptable Staff/scholar Behaviors without Parent and Supervisor Permission

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

- a. Being alone in a room with a scholar at school with the door closed.
- b. Allowing scholars in your home.

Cautionary Staff/Scholar Behaviors

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

- a. Being alone in a room with a scholar at school with the door closed. The only exception to this rule is if it is required for special educational purposes, related to a scholar's Individual Education Plan (IEP). The School Psychologist or employee working in the Special Education Department must have written permission from the scholar's guardian.
- b. Remarks about the physical attributes or development of anyone.
- c. Excessive attention toward a particular scholar.
- d. Sending e-mails, text messages or letters to scholars if the content is not about school activities.

Acceptable and Recommended Staff/scholar Behaviors

- a. Getting parents' written consent for any after-school activity.
- b. Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
- c. E-mails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- d. Keeping the door open when alone with a scholar.
- e. Keeping reasonable space between you and your scholars.
- f. Stopping and correcting scholars if they cross your own personal boundaries.
- g. Keeping parents informed when a significant issue develops about a scholar.
- h. Keeping after-class discussions with a scholar professional and brief.
- i. Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- j. Involving your Supervisor if conflict arises with the scholar.
- k. Informing your Supervisor or the Superintendent & CEO about situations that have the potential to become more severe.
- l. Making detailed notes about an incident that could evolve into a more serious situation later.
- m. Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
- n. Asking another staff member to be present if you will be alone with any type of special needs scholar.
- o. Asking another staff member to be present when you must be alone with a scholar after regular school hours.
- p. Giving scholars praise and recognition without touching them.
- q. Pats on the back, high fives and handshakes are acceptable.
- r. Keeping your professional conduct a high priority.
- s. Asking yourself if your actions are worth your job and career.

Suicide Prevention Policy

The Board of Directors of CCS recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on scholars and families, the

Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with CCS and community stakeholders, CCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, scholars, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating CCS's strategies for suicide prevention and intervention. CCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

A copy of the complete Suicide Prevention Policy can be located in the main office and on the School's website within the CCS Policy Manual.

Signature Page

Please sign and date below to indicate that you have read the Online Scholar Handbook, which includes the annual notices, and are aware of the school expectations for Learning Coaches and scholars.

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____