



TK-12 Options Scholar Handbook 2020-21

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,” “School,” or the “Charter 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, CCS 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.

Supervising Teacher (“ST”) - For our Options (personalized learning at home) program, we assign a credentialed Supervising Teacher to support and guide each scholar on their educational journey.

Allocated Funds (“AF”) or Instructional Funds (“IF”) - The funds allocated to each scholar to be used for educational materials and services that have been approved by the School.

Family Order Agreement (“FOA”) - Includes the terms and conditions in which orders may be requested. It is a requirement that this form be signed before any order may be placed.

High School “Foundation Path” Acknowledgement - For our scholars that are not choosing the A-G path, this acknowledges that the Learning Coach (parent) and scholar understand that the path does not meet minimum requirement for entry into University of California (“UC”) / California State University (“CSU”) schools. It is a requirement that this form be signed before enrolling any high school scholar in our Foundations Path.

Learning Period (“LP”) - The span of time between which an ST and scholar 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 ST for evaluation.

Materials Community Provider - A business that sell books, curriculum, and other such items.

Service Community Provider - Business that markets lessons, services, or courses to the scholars at our School.

Order Request - Request made by a parent that lists items or services that they would like to use the allocated funds for. The ST reviews and approves the list and then places the order into the online order system for the Community Provider Department to order.

VPM - The online accounting-procurement system used by our STs, Community Providers Department, and Finance Department to facilitate orders and to manage the instructional funds, orders, invoices, purchase orders, and inventory.

Student Information System (“SIS”) - The system that Compass uses to manage the data of each scholar such as attendance, grades, courses, enrollment information, etc. The system used by CCS is called School Pathways.

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 – a written document, much like a contract, that outlines the rights and obligations of a non-profit organization, company or school. In the case of charter schools, it is often a school district who approves the charter (in compliance with state laws). The charter allows a charter school 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.

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:

CCS of Los Angeles

Mrs. Janae Smith, our Principal

Mrs. Tricia Gallagher, our Assistant Principal

CCS of San Diego

Mrs. Kasey Wingate, our Principal

Ms. Ashley Daugherty, our Assistant Principal

Mrs. Heather Hardy, our OCLC Co-Coordinator

Mrs. Linda Larson, our OCLC Co-Coordinator

CCS of Yolo

Mr. Jason Bee, our Principal

Mrs. Karle Roberts, our Assistant Principal

Dr. Aviva Ebner, our Assistant Superintendent & Chief Academic Officer

I encourage you to visit our website, under Meet Our Team, to learn more about our terrific STs, 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 you 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 lifelong 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 (“Code”) 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 decision 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 scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars 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 scholars 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 Learning Program and the Online Learning Program. This Scholar Handbook is specific to the Options Learning 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, including 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 strives to uphold parental choices in the education of their children. CCS' Options Learning Program is a home study, personalized learning program for grades TK-12 which allows the parent (also known as the learning coach) to be fully involved in all aspects of their child's daily education. Parents should be fully committed to:

- Select and implement appropriate curriculum from a list of approved providers
- Create a compelling learning environment every school day
- Provide challenging lessons and experiences for learning
- Strive to be the best primary instructor for their scholars
- Assess their scholar's progress on a regular basis

It is our goal to equip learning coaches in this endeavor. We are committed to:

- Provide the assistance of a credentialed supervising teacher

- Maintain a variety of approved vendors for use of allocated instructional funds
- Give access to a subscription package of online supplemental learning programs
- Plan field trips and other enrichment activities to foster community among our families

CCS is an academic program, and we are proud of the rich, rigorous, standards-based program we provide. Because we are a virtual school, many of our procedures take advantage of digital tools. For example, parent workshops, clubs, and communication are conducted virtually. Scholar portfolios are maintained in an application that can be accessed on a phone, tablet, or computer. 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.

Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for their scholars. Families communicate with their assigned ST on a regular basis to discuss work and progress and to submit samples and logs. In addition, instructional funds are allocated to each scholar to use towards approved, non-sectarian educational materials, curriculum, and services.

Enrollment Requirements

General 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, 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 a proof of residency dated within 30 days of the start of the application.
- 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 School follows and abides by the health standards set forth by the state of California. Scholars will not receive classroom-based instruction 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 classroom-based instruction 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 classroom-based instruction at the discretion of the School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	<ul style="list-style-type: none"> • 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>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. 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. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<ul style="list-style-type: none"> • Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose • Varicella (chickenpox) - Two (2) doses <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</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:

- 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.

- Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
- On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
- Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
- Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
- A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #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 student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
- “Grade span” means each of the following:
 - a. Birth to Preschool.
 - b. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - c. Grades 7 to 12, inclusive.

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 classroom-based instruction until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

CCS shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, regardless of whether the foster or homeless child’s immunization records are not available or are missing. However, this does not alter CCS’s obligation to obtain immunization records for foster and homeless scholars or to ensure the full immunization of foster and homeless students as required by law.

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 (“CDC”) and Prevention to have increased risk of TB exposure MUST call the County Tuberculosis Clinic for a TB Screening upon return.

Oral Health Exam Requirements

California law states scholars must have an oral health assessment 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 students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- 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 scholars enrolled in kindergarten or a California public school for the first time. If your child's medical status changes, please provide the supervising 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 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 for classroom-based instruction 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 resilience that enables the 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. Enrollment may occur 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 School shall not discriminate against a scholar who does not have health care coverage or use any information relating to a scholar’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the scholar or the scholar’s family.

Mental Health Services

The School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the 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 are available to your child:

Available through CCS:

- **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 and/or 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 Services.

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.
- Crisis Text Line - Text Hello to 741741- Crisis Text Line fields messages about suicidal thoughts, abuse, sexual assault, depression, anxiety, bullying and more.
- 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. CCS 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. If you choose to opt out your child from all or part of the instruction, send an email to your scholar’s supervising teacher stating so. 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 the breathing of secondhand smoke. Charter School provides instructional

programs designed to discourage students 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 CCS 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 CCS.

Smoking or use of any tobacco-related product 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 the playground. Smoking or use of any tobacco-related product 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, threat, 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 Central Office and on the School's website within the Board 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 (1) free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two (2) 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 during the enrollment and re-enrollment process through the application of an income and household size survey. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the Central Office.

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment and re-enrollment process families can help the Charter School attain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and

therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. Â§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Pregnant and Parenting Scholars

The Charter School recognizes that pregnant and parenting scholars 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 scholar’s physician, which the scholar may take before the birth of the scholar’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 scholar who gives or expects to give birth and the infant, and to allow the pregnant or parenting scholar to care for and bond with the infant. The Charter School will ensure that absences from the scholar’s regular school program are excused until the scholar 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 scholar will be able to make up work missed during their leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting scholar may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the scholar to be able to complete any graduation requirements, unless the Charter School determines that the scholar is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the scholar’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting scholars 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 Central Office and on the school website within the CCS Board 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, Parent/Legal Guardian, and supervising teacher shall sign a Master Agreement (“MA”) prior to the first day of courses 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 courses will result in a mandatory meeting with the Superintendent & CEO or designee. 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. This document also requires that each scholar, Parent/Legal Guardian, and supervising teacher sign thus approving the changes.

Teacher Qualification Information

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

Internet Service

Participation in CCS requires an Internet connection. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection. An Internet connection is required because the nature of the CCS program’s communication methods requires that scholars and learning coaches have Internet so they can access resources, as well as 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 [Pub. L. No. 106-554 and 47 USC 254(h)]. The CCS Internet Safety Policy is available on the school website or at the Central Office within the CCS Board Policy Manual.

Grade Level Placement Policy

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

TK - 8th Grade

- Incoming scholars will be placed at their age-appropriate grade level, but not below or above grade level, unless the previous school has officially approved a retention or promotion.
- If the grade level placement the learning coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Principal 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.

Middle School (6th-8th Grade)

An incoming 6-8th grade scholar must provide the most recent report card and current progress report, 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. If a scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Principal and Director of Counseling Services. Scholars may be required to take assessments to determine appropriate placement.

High School (9th-12th Grade)

An incoming 9-12th grade scholar must provide official transcripts, the most recent report card, and current progress report (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.

Upon enrollment, high school scholars will be placed into courses according to the credits the scholar has earned at previous schools and takes into account appropriate course level sequencing in order to meet graduation requirements.

Policy on Promotion and Retention

Promotion to the next grade level is dependent upon the grades earned. Scholars must pass a minimal 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.

- Learning coaches will receive notice of progress or lack of progress in target areas through mid-semester progress reports and semester report cards. Learning coaches will be notified by the ST of areas of academic concerns in parent teacher conferences or in writing on progress reports or semester report card.
- If a learning coach or ST feels that a TK-8th grade scholar should be retained a grade level, the situation must be discussed with the learning coach, Principal, and Director of Counseling Services (if in grades 6-8) 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.
- If a learning coach requests that a TK-8th grade scholar be promoted a grade level, the situation must be discussed with the learning coach, ST, Principal, and Director of Counseling Services (grades 6-8) prior to making the change on the Master Agreement. These promotions will only be considered just before or at the start of the fall semester and only for scholars in grades 4 and above. The aforementioned 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.

For students qualified under the Individuals with Disabilities Education Act (“IDEA”), any decisions regarding retention will be made by the Individualized Education Program (“IEP”) team in an IEP meeting. For Scholars with a Section 504 Plan, any decisions will be made by the Section 504 team in a 504 meeting.

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 Principal. The appeal must clearly state the grounds for the appeal. Within (14) calendar days, the Principal 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 Principal’s decision will be final.

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, Assistant Principal, and Principal. Scholars may be required to take assessments to determine appropriate placement.

Scholar Expectations

- Attend live connections with the ST.
- Upload work samples and other educational experiences to the virtual digital portfolio application.
- 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 the assignments according to the curriculum pacing guidelines and/or personalized learning plan and reach out to ST with questions to ensure success.
- Do own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Complete work every school day and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact ST with any technical difficulties with completing activity logs.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with their courses and submit work samples on time.
- Return calls and emails promptly when ST reaches out.
- Notify the Records Department within five (5) business days if the scholar moves or changes their personal email or phone number.

- Be respectful in interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in internal assessments.
- Attend all state testing in person at school-designated locations.

Learning Coach Responsibilities

- Turn in 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.
- Communicate regularly with ST to discuss academic progress.
- Check email and phone messages daily and respond promptly.
- Ensure contact information is reliable. Inform the Enrollment Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Keep informed of news and information about School through communication from staff and newsletters.
- Notify ST of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Be present in scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Supervise, tutor, coach, and direct the scholar's daily lessons as advised by the assigned supervising credentialed teacher.

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

- Respect opinions and privacy of others during web-based discussions.
- Refrain from posting anonymous messages unless authorized by the teacher.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information including: phone number, YouTube, Facebook, etc.
- Do not download, transmit, or post material that is intended for personal gain or profit.
- 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 email, viruses, or other intentionally destructive content.
- Do not distract other scholars via chat, web, or drawing features.
- 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.
- Do not post any audio, video, or other non-instructional files to any CCS server.
- Avoid using sarcasm, jargon, slang, and derogatory or foul language.
- Limit use of communications expressed in all capital letters, as this can be considered yelling.
- Do not broadcast online discussions, and never reveal other people's email addresses.

A copy of CCS' full Suspension and Expulsion Policy is available on the school website or at the Central Office, as well as within this Handbook.

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 independent study 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 in 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 Board Policy Manual or at the Central Office.

PE/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 courses, outside courses, courses at learning centers, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated weekly. The connection meetings between the ST and the learning coach and scholar allow for open communication as well as a validation of submitted activity logs. In addition, work assignments/samples must be shared with the scholar's ST via an application called Seesaw.

Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. All absences are unexcused.

Animal Dissections

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

Missed Assignments

As per the independent study policy, after two [2] missed meetings during any period of ten [10] school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the scholar to remain in independent study.

Work Sample Requirements

In order for attendance credit to be given, representative work samples must be uploaded to the digital portfolio application or shared with the ST in another agreed upon manner in accordance with the frequency, time, and manner specified in the board policy on independent study and the applicable provisions of the Master Agreement.

Mandated State Testing

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, and 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’ 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 STs and on the California Department of Education’s (“CDE”) 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.

Preliminary Scholastic Aptitude Test (“PSAT/NMSQT”)

A shorter version of the Scholastic Aptitude Test (“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 waiver and locations, please contact 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.

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 portion available which many colleges require. 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 eligible to take the CHSPE must be at least 16 years of age and have been enrolled in the 10th grade for at least one academic year or will have completed 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, please contact your counselor. For more information, visit <https://www.chspe.net/>.

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 (note: high school credit is not awarded). Policies for accepting CLEP college credits vary from college to college so please check with the targeted college first.

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>.

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>.

Contact Information & Communication Procedures

Methods of Communication

Reliable contact information is required for all learning coaches and for scholars.

Email Expectations

- We request that scholars (6-12th) 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.
- Scholars should include their name and grade when they are emailing school staff.
- 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.

Notification Regarding Change of Contact Information

As stated in the Master Agreement Acknowledgment of Responsibilities, it is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell, email) regarding their child(ren). For the protection of the scholar's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, CCS, in accordance with Education Code Section 49408, requires the parent/legal guardian to provide current emergency information in the online enrollment application at the time of enrollment. Every parent/legal guardian or caregiver must complete an online enrollment application for each scholar at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the scholar in an emergency situation, if the parent/legal guardian cannot be reached.

This information 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 Contact Information Form which is located on the Schools' website.

Parents of scholars with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency. Scholars will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case by case basis during testing and/ or other engagement or enrichment events. Parents are required to update this information at least twice per school year. The emergency phone number for the parents and

relatives/friends and all other information, such as name or address can be changed through the [Change of Information Form](#) found on our website.

Proof of Residency

Learning coaches must notify the Enrollment Department to provide a proof of new residence. 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](#) to update their address and provide an updated proof of residence attached or emailed to compliance@compasscharters.org

Although connections can certainly be made more often and by other means as needed, scholars and learning coaches (parents) must connect with the ST either in person, by telephone, or by any other live visual or audio connection no less than twice (2) per month. The Parent(s), scholar, and ST should decide on and set the connection dates for the year and keep that schedule.

It is during these connections that the ST is updated on the scholar's progress by the scholar (or if the scholar is too young, by the learning coach), assesses whether the scholar is making satisfactory educational progress, and approves the submitted activity logs. Work assignment samples and digital portfolio submissions are also discussed during these times. A missed connection is considered an absence. Refer to above "Unable to Contact" section, above, for additional information

The following are key components of learning period connections:

- Bi-weekly, live communication
- Work assignment samples (TK-8 - at least two total per learning period; High school - at least one per subject per learning period)
- Weekly Activity Logs

Missing any of the three components from the list above for any learning period or consistently late work samples (due by the last day of each learning period) will be considered a violation of the Master Agreement contract, and the learning coach will receive a warning. If the missing items are not addressed in a timely manner, a meeting pursuant to the Independent Study Policy will convene to determine whether placement at CCS independent study is an appropriate placement for the scholar. Similarly, if the ST determines that satisfactory educational progress is not being made, the ST shall notify the scholar and parent and conduct an evaluation pursuant to the Independent Study Policy to determine whether it is in the best interest of the scholar to remain in the program.

Academic Program

Digital Portfolio

Scholars must regularly share their educational experiences in their digital portfolios or directly to their ST. This portfolio should be a collection of experiences and work that is a source of pride for the scholar. This collection of work samples for the school year is a portfolio of the breadth and depth of the scholar's learning. Work samples should be at the scholar's grade level (or above) and be a good representation of the scholar's true level of learning. This will help guide the learning coach, scholar, and ST discussions on the scholar's progress and will help the ST be aware of any need for additional support. It also provides insight regarding a scholar's interest or passion so that the ST can provide additional resources or support in those areas when they are able to.

Work sample suggestions:

- Written assignment
- PowerPoint presentation
- Written work, essay, or test
- Video* of lessons or activities that demonstrate learning
- Summary of educational field trip or excursion
- Photo and explanation of a science experiment
- Video* or audio of the scholar reading aloud or to a sibling or parent
- Video* of a scholar giving a speech
- Video* or audio of the scholar explaining a recently learned concept

*For video or audio submissions, please include a brief description of topic covered and the activity.

Work Sample Guidelines

TK-8th grades: From the breadth of learning experiences demonstrated in the portfolio, the ST will select two (2) assignments per learning period in the areas of English Language Arts, Math, Science, and/or Social Studies to keep on file.

9-12th grades: From the learning experiences demonstrated in the portfolio in each of the scholar's courses, the ST will select two (2) assignments per learning period to keep on file.

Written work samples should:

- be from curriculum at the scholar's grade level (or above) / courses;
- be representative of the scholar's abilities;
- be neat and legible;
- contain the scholar's name on the page;
- not contain any religious materials or references;
- (for math) show problems worked out or explained in detail by the scholar;
- preferably NOT be multiple choice worksheets;
- be scored and/or have written comments by the learning coach (parent);
- (for photos or videos),
- be clear and have enough light;
- include the scholar with the project or work;
- demonstrate the learning;
- have a clearly written summary of the learning. (Use several photos if needed.)

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the digital portfolio. Once assigned, a grade shall be final unless it comes to light that the student 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 Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

Scholar Recognition

- Honor Roll recognition is awarded each semester to scholars who have earned a minimum 3.5

- rubric average (TK-5) or a minimum 3.5 GPA (6-12).
- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS' ARTIC values.
- Firebird of the Year is awarded by teacher recommendation based on demonstration of CCS' ARTIC values and being a scholar of the month recipient.
- Core Values (ARTIC) Awards are designed to celebrate scholars who exemplify CCS' ARTIC Values. These are awarded by teacher recommendation two times per year, once in the first semester and once in the second semester.
- Perfect Attendance award is given to scholars who attend 100% of the days during the award period.
- NHS Lifetime members must be inducted into CCS NHS Chapter and stay compliant with service hours as well as meeting attendance for 3+ Semesters
- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th) recognizes academic success by either grade point average of 90 on 100 scale, A- on letter scale, or 3.5 on a 4.0 scale, PLUS high achievement on state or nationally normed reading or mathematics examinations (or recommendations of a teacher plus one other staff member).
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th) recognizes scholars who show outstanding education growth, improvement, commitment or intellectual development in their academic subject, but who do not meet the criteria for the President's Award for Educational Excellence. Teacher and Assistant Principal recommendation required.
- Samaritan Award recipients must complete 50 hours of community service and apply for the award in order to be considered for this achievement.
- Golden State Seal Merit Diploma (12th) - The Golden State Seal Merit Diploma is an award given to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six (6) subject matter areas, four (4) of which are English language arts, mathematics, science, and U.S History, with the remaining two (2) subject matter areas selected by the scholar. The Golden State Seal Merit Diploma insignia is affixed to the diploma and transcript of each qualifying scholar. Seal should continue to be awarded to qualifying scholars per California Education Code Section 51454.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two (2) or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.

Additional information about our recognition program can be found on our website.

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 offered on a regular basis by Compass Charter Schools. Scholars invited to these support sessions are encouraged to attend.

TK - 5 Grading Policy

TK-5th grade scholars' final semester grades will be reported according to the following scale:

- Level 5 = Advanced - Scholar consistently demonstrates an in-depth understanding of well-above grade-level standards, concepts, and skills.
- Level 4 = Exemplary - Scholar consistently demonstrates an in-depth understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 3 = Proficient - Scholar consistently demonstrates an understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 2 = Approaching Proficiency - Scholar is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- Level 1 = Non-Proficient - Scholar does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

Middle school and high school scholars' grades will be reported with a standard percentage scale. High school credit is earned for cumulative, semester grades.

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

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

Grades of Incomplete

Incomplete (“I”) grades will be granted only under extenuating circumstances and must be brought by the ST to the Principal who shall make the final decision.

High School 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 Grading/Final Exam Policy

All scholars in grades 9-12 are required to take semester final examinations in all courses, as appropriate. The learning coach can work with the ST to find an appropriate final exam. Scholars may not “test out” of courses by only taking a final examination.

Instructional Funds

Each scholar is allocated instructional funds for curriculum, materials, and/or classes. Instructional funds are to be used for the scholar’s educational needs, reflecting standards appropriate for their age level. Learning coaches, STs, and scholars work together to make purchasing decisions based on personal goals, learning styles, and academic progress, choosing from a wide range of our school-approved providers offering educational products and services.

Scholars have access to \$2800 (TK-8th grades) or \$3000 (high school) to support the purchase of educational materials and services needed to help the scholar progress. Allocated funds depreciate from the first day of school for scholars who do not start on the first day. Use of funds is spread through the year. The first half is available at the beginning of the first semester; the second half is made available just before the second semester begins. A freeze is typically placed on all orders during holiday breaks. Learning coaches also need to watch for ordering deadlines.

Before a parent is able to place their first order, they must have a signed Master Agreement and a signed Family Order Agreement (FOA) on file. Order requests will be denied without both. Also, orders will not be placed for scholars who are in violation of the Master Agreement (missing work samples, missing logs, and/or unable to contact).

The FOA addresses your responsibility when placing order requests as stated below.

For service providers that you use, you are responsible for:

- asking providers which payment option they prefer
- fees divided across the months that your scholar is in that class (Net30) RECOMMENDED
- fees as a lump sum (BUT the provider will be paid at END of semester/session) (Net30)
- paying any provider fees NOT pre-approved by CCS on the purchase order
- paying any provider fees that exceed amounts on purchase orders
- reading and following the [Instructional Funds Guidelines](#)

- paying any fees after scholar withdraws from the school
- confirming provider's prices & payment schedule for your scholar on emails and on purchase orders
- You are also responsible for the following regarding materials providers:
 - receiving your scholar(s)' orders that arrive at your home
 - checking off materials that arrive by initialing it on the packing list
 - comparing the shipment contents with the materials ordered, and noting missing items on the packing slip
 - signing and dating the packing list, then scanning/photographing that list and either uploading it to your order in VPM or sending it to your ST within 2 days of receiving the order.
 - returning (or paying for) any items the ST considers to be non-consumable upon your withdrawal from Compass.

CCS will not pay providers when materials are received you must upload a clear photo or scanned copy of the packing slip to your order in VPM within 2 days of when the order was delivered. Contact your ST immediately if you are unable to do this.

If a family fails to correctly check off and scan a copy of signed packing slips to the EF, the privilege of having materials sent directly to the scholar's home will be revoked. The family will then have make arrangements to pick up future ordered materials from the closest EF.

Requesting Services and Materials

Order requests may only be made for products and services from our approved providers, and a signed FOA (see section above for FOA contents) must be on file in order for material orders to be placed. Furthermore, there are guidelines to determine what materials and services are approved from these approved providers. CCS expects learning coaches to use instructional funds in a reasonable manner that furthers the instructional needs of their scholar. If any unusual orders are noted outside the scope of these guidelines, they will be subject to review and, if necessary, those orders may be delayed or denied.

When using instructional funds, focus should be on selecting materials and services that support the educational goals of the scholar and must relate to the courses in which the scholar is enrolled. The ST will assist with suggested curricula as needed. There is also a guide of acceptable purchases that will be provided. The learning coach submits an order request to the ST who then reviews it and, if approved, submits it to the Community Providers Department for ordering. When the appropriateness of requested materials or services is in doubt, the ST and the Community Providers Department will evaluate using their best professional judgment. Generally, any decision made at this level is final.

Material order totals must include approximately 20-25% to cover any shipping, taxes, and/or handling fees required by the provider. (Once invoices are reconciled, any overages will return to the balance allocated for the scholar.) Please watch for any notices of deadline dates for placing order requests. In March/April, the allotment of funds will need to be finalized as orders will close then.

Learning coaches will be expected to monitor their scholar's use of the loaned materials, including computers, to ensure appropriate use for educational purposes. Please be advised that the computer remains school property, and there is no reasonable expectation of privacy.

The materials purchased with state instructional funds are the property of Compass Charter Schools. Learning coaches should instruct their scholars on how to care for and respect any materials purchased by the school for scholar use. The materials are loaned to the scholar while they are enrolled in our school and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be paid for or returned within one week; otherwise, the family will be billed and transcripts will be held. If any item purchased by the school for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

Guidelines for Using Instructional Funds

Approved providers list: Orders may only be placed with providers on our list of approved providers, available on our website. Additional limitations may apply for some providers. See provider list for details.

Our payment: Compass Charter Schools only pays for services when an approved purchase order (PO) has been generated and only for the dollar amount stated on the purchase order. (For example, if a scholar has taken classes in September and October, but the purchase order only states October, then the school will NOT be responsible for paying those September activities.)

Core curriculum: Verify with your ST that you have your core curriculum in place. Orders for extracurricular activities and materials will not be placed if core curriculum is not sufficient for the scholar's needs.

Registration of outside courses: Contact the service provider directly to discuss the fees and their registration process. You must register your scholar(s) for the courses and sort out the details, including dates and prices, directly with the provider. As part of that discussion with the provider, you must determine if the provider wants to be paid monthly (recommended) or in a lump sum at the end of the semester/session. Discuss the fees with them so it is very clear how much they will charge your scholar(s) for courses. Make sure they agree to the prices on any cost breakdown. This part is very important. Again, we STRONGLY recommend you get all information on fees in writing for your records.

First day of outside courses: If you plan to use allocated funds to pay for courses, be sure your scholar does not attend the course or lesson unless you have received an approved PO from your ST. We do not reimburse for materials or services ordered on your own without a PO. You are responsible for any payments before a PO is finalized. So please, plan ahead.

Reimbursement: A learning coach (parent) cannot be reimbursed using state dollars for any out-of-pocket expenses that have already been paid at any time for any reason.

Quality materials: Materials ordered must be scholar-grade quality, which is the quality public schools are required to order.

Faith-based: No religious services or materials of any type are allowed: books, CD/DVDs, videos, posters, curriculum, etc. Compass Charter Schools' assessment on whether services fall under this category is final.

Over spending: Families are not allowed to spend over the amount allotted for their scholar(s). Learning coaches should be in communication with their ST about the amount of funds remaining and must not submit order requests for services or materials that will put them over the remaining amount. If order

requests are submitted that do not meet this requirement, it is at the ST's discretion to reject or modify the order as deemed appropriate. The Community Providers Department determines final approval of all orders and reserves the right to cancel any issued services in order to keep a family within their budget.

The list below is not an all-inclusive list but, rather, is provided to give some guidelines to help with your orders. More details are provided in the Instructional Funds Guidelines that are shared with each family. The ST, Community Providers Department, and/or Administration may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

Acceptable:

- Appropriate, non-sectarian educational curriculum appropriate to the scholar's course of study and grade level
- Courses/materials for core courses must be in place before enrichment can be ordered. (Core includes math, language arts, science, social studies.) ST may need to see these core materials or services.
- Music & art lessons are acceptable.
- PE classes are acceptable but must be offered through an insured instructor.
- Academic tutoring and small group instruction are acceptable.
- Using only 25% of funds toward core subjects is allowed only when ST has verified that family has the scholar's core curriculum already on hand.

Not Acceptable:

- Using over 75% of funds toward a non-core service or product
- Sectarian (faith-based) materials
- Materials not educational in nature or to be used for something related to the scholar's course of study
- Non-scholar-grade materials
- Quantities that are not within reason, as determined by the ST and/or Community Providers Department (for example, more than one computer for a scholar)

Reminder that more specific information on the appropriate use of funds is provided in the Instructional Funds Guideline which is provided to each family and available upon request at the Central Office and on the School's website.

Requesting New Providers

If there is a service provider that you would like added to our Approved Providers List, we will do our best to accommodate. Please ask the potential provider to complete the New Provider Preliminary Application form: <https://goo.gl/ebnsRc>. This link can also be found on our website. We recommend that families send the link directly to their provider of choice via email. Do double check that the potential provider is not already an approved provider.

When you request that a business offering a high risk activity become an approved provider, do know the process will be longer than usual because of additional insurance requirements. In addition, the following are banned services/activities thus CCS will not approve any orders for: 5-day a week multi-

subject all-inclusive programs, kickboxing, outdoor rock climbing, boxing, Aerial sports, tightrope walking, welding, and/or any similar high-risk activities.

Course Placement

TK- 5th grade scholars are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), and one (1) physical education course each semester of the academic school year.

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. (In cases where enrollment occurs late in a semester and the scholar has not been working on an elective at his/her previous school, the ST and counselor may deem it necessary to leave the elective course off the scholar's schedule for that semester.) Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High school (9-12) course placement is based upon review of scholar's assessments, transcripts, and ST recommendations. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. When selecting courses each year, remember that course selection is a team process that involves the scholar, learning coach, ST, and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. End dates are final. Extensions are very rarely given and only when deemed necessary by the ST and Principal and approved by the Superintendent's designee.

High School Paths

We have two paths for our Compass Charter School Options scholars.

Foundation Path: This path is exclusive to Options Learning scholars. It is for those who are looking for a flexible path and are not interested in attending any UC/CSU universities via the A-G course path (or other university or college via the A-G course path).

A-G Path: If it is the scholar's goal to attend a California State University (CSU) or University of California (UC) school, they will be placed on this path. Many other colleges and universities require specific courses, and they will follow these A-G requirements for admission as well. Courses must be passed with a grade of C or better. Completion of this A-G program does not guarantee admission to any of these universities. If a scholar is interested in the A-G path, they will need to discuss meeting the A-G requirements with their ST and counselor.

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. (Note: Scholars will only be awarded A-G credit for courses and vendors included in the [Compass Charter Schools A-G Course Lists](#))

California College Admission Information

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

<p>U.S. History/Social Science</p> <p>1 Year of World History</p> <p>1 Year of U.S. History OR</p> <p>1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government</p>	<p>2 Years</p>
<p>English</p>	<p>4 Years</p>
<p>Math</p> <p>Algebra I, Geometry, Algebra II, etc.</p>	<p>3 Years (4 Years Recommended)</p>
<p>*Laboratory Science (1 year of life science, 1 year of physical science)</p> <p>Biology, Chemistry, Physics</p> <p>Note: Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond)</p>	<p>2 Years (3 Years Recommended)</p>
<p>*Visual and Performing Arts</p>	<p>1 Year</p>
<p>Foreign Language</p>	<p>2 years in the same language (3 years recommended)</p>
<p>College Preparatory Electives</p> <p>(Yearlong Course)</p> <p>Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English</p>	<p>1 Year</p>
<p>Courses are found on the UCOP website https://hs-articulation.ucop.edu/agcourselist</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

Mathematics Placement Policy

If it is the scholar’s goal to attend a UC/CSU, 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 Board 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”)
- Internal assessments that are aligned to state-adopted content standards in mathematics.
- Classroom assignment and grades.
- Final grade in mathematics on the student’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 reasons for course schedule changes:

- Improper course placement

- Credit previously earned for the course
- Course prerequisites not met

ACOP – Accelerated Course Options Learning 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 (4) 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 (2) additional courses to their schedule no later than eight (8) weeks prior to the end of semester. Eligibility is dependent upon 50% completion in all other courses with good academic standing.
- Counselor approval is required to participate in the program.
- Counselors may approve a special circumstance request when a scholar may be eligible for additional course(s).

Community College Courses

Community College Courses: 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 Concurrent Enrollment Policy for additional information about taking community college courses. The complete policy can be found on the School’s website in the Board Policy Manual.

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20
Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30

Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220

Cal Grant Program Notice

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 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 in 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 official. 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, unless the parent/guardian remains their educational rights holder, and can opt in if the parent/guardian had previously decided to opt out the scholar. All 12th grade scholars’ GPAs will be sent to CASC by October 1 of each year. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent, if the student 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 of Los Angeles	054907
Compass Charter Schools of San Diego	054738
Compass Charter Schools of Yolo	053634

High School Transfer Credits, Home School Credits, International Records

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact 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 the CCS Principal.

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/Records

To request transcripts and/or records, please submit a completed request form located on our website. Transcript requests are processed within ten (10) business days and records within five (5) business days. Outstanding CCS fees and/or materials may delay processing of requests.

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

- Unweighted GPA: Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It does not take the difficulty of a scholar's coursework into account. An unweighted GPA represents an A as 4.0 whether it was earned in an honors course or a lower level course.
- Weighted GPA: 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 and Honor level courses.

Note: CCS' policy is to not rank scholars by GPA.

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 for more information. You can also see the School's complete Work and Entertainment Permit Policy for

additional information about obtaining a work permit. The complete policy can be found on the School's website in the Board Policy Manual.

English Language Development (“ELD”)

Compass is committed to the success of its English Learners (“EL’s”) and support will be offered both within academic courses 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, including attendance and discipline policies.

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 Records 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 students 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 students, as defined by law. The law requires that instruction and materials must encourage students 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.

A parent/learning coach of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. 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 student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

For our CCS scholars in the Options Learning Program, the CHYA content is provided for integration into the science course for 7th graders and the Health course for 9th graders.

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.

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. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact 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 Central Office and on the School's website within the CCS Board Policy Manual.

Education of 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 are encouraged to complete the declaration form annually. 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 Rd. Suite P
Thousand Oaks, CA 91361
(805)807-8294
vplascencia@compasscharters.org

The School Liaison shall ensure that:

- Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- 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.

- 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.
- 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.
- Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
- Learning coaches are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- 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.
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for

which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

- Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.
- Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Superintendent & CEO or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

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

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

- Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
- Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

- For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
- For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the

parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

- Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.
- Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Scholar Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Scholarly Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Policy and Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete Education for Foster Youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Central Office and on the school website within the CCS Board 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. CCS takes academic dishonesty 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 website, 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;
- 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 course.

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 Options Scholar Handbook which outlines the scholar will be permitted to re-submit the work.

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 Assistant Principal.
- 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 Assistant Principal.
- 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 a read receipt.
- The Assistant Principal 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, Assistant Principal and Principal.
- 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 Principal, Assistant Principal, 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, Assistant Principal and Principal.
- 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 further discipline will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the Central Office.

The scholar goes before the DAC to determine whether further discipline 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 courses, or participating in academic dishonesty, as determined by the Principal, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or director. 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. Instructional funds cannot be used to pay for field trips. 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. One (1) copy of the permission slip shall be filed with the Engagement Department, and one (1) 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, 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). The CCS group and those 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, 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.

School Bus and Passenger Safety

All scholars who are transported in a school bus or school scholar activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the Central Office and on the CCS website within the Board Policy Manual.

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.

Fundraising

The Board shall provide for the supervision of all funds raised by any student body or student organization using CCS' name. 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 policy, 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 does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. CCS shall not encourage a student currently attending CCS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

CCS does not request nor require student records prior to a student’s enrollment.

CCS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

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
jjlewis@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 Board Policy Manual.

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

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 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. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of 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 the basis of 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. Complaints alleging a violation of state or federal law or regulation governing the following programs, including but not limited to: Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families, Migrant Education Programs, Every Student Succeeds Act, , Comprehensive School Safety Plans, and Accommodations for Pregnant, Parenting or Lactating Students.
3. Complaints alleging 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. A fee charged to a pupil as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - b. A security deposit, or other payment, that a pupil is required to make to obtain a lock,

locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.

- c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. Complaints of noncompliance with laws relating to pupil fees are filed with the Superintendent & CEO.
5. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
6. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
7. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

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

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School’s Board of Directors approved the LCAP or the annual update was adopted by Charter School.

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 UCP Policy. The final written Decision or report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This sixty (60) calendar 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 thirty (30) calendar days of the date of Charter School's written decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. 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 and explain the basis for the appeal of the decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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) calendar 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 Board 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

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with scholars' ability to learn and negatively affect scholar engagement, diminish school safety, and contribute to a hostile school environment. As such, Compass Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy 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.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration, religion (including agnosticism and atheism), religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, genetic information, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal or state or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, CCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This Policy applies to all employees, scholars, or volunteer actions and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. CCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by CCS.

CCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex regardless of whether or not the conduct is motivated by a sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
 - Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a scholar or employee to unwelcome sexual attention or conduct or intentionally making the scholar's or employee's performance more difficult because of the scholar's sex.

Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and/or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of sexual harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in CCS’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that CCS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

CCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

CCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

CCS informs Charter School employees, students, and parents/guardians of CCS' policies regarding the use of technology in and out of the classroom. CCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

CCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CCS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

CCS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CCS informs CCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

CCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CCS employees who have regular interaction with students.

CCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by CCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

CCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CCS’ students.

Grievance Procedures

1. Scope of Grievance Procedures

CCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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 following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a

uniform complaint. For formal complaints of sexual harassment, CCS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any scholar who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Miguel Aguilar | Executive Assistant to the Superintendent
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(855) 937-4227
maguilar@compasscharters.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Scholars are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any scholar who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent/CEO, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

CCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this

Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to CCS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or CCS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of CCS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a scholar, staff member, parent, volunteer, visitor or affiliate of CCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to

resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other scholars or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that CCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - CCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with CCS's policies.
 - CCS may remove a respondent from CCS's education program or activity on an emergency basis, in accordance with CCS's policies, provided that CCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, CCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If CCS offers such a process, it will do the following:

- Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.

CCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. CCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, CCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and

the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in CCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CCS policy.
 - CCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at CCS; or
 - The specific circumstances prevent CCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, CCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - CCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of CCS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Scholars or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from CCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by CCS response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find CCS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of CCS' decision or resolution, submit a written appeal to the President of the CCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and CCS will implement appeal procedures equally for both parties.
- CCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

CCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's Learning Coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Attendance Coordinator who sends the learning coach an email and form 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. 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.
5. 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.
6. 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 student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until 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 student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the

native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

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

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

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

Parent and Family Engagement Policy

The Charter School aims to provide all students 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 student success. A copy of the Charter School's complete Policy is available upon request in the Central Office and on the school website within the Board Policy Manual.

Employee Interactions with Scholars

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

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

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. 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;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
- a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student 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 students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or 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 student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

- Being alone in a room with a student at school with the door closed.
- Allowing students in your home.

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or courses (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-course discussions with a student professional and brief.

- Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- Involving your Supervisor if conflict arises with the student.
- Informing your Supervisor or the Superintendent & CEO about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- 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 students 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, students, 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.

CCS will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. CCS will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

A copy of the complete Suicide Prevention Policy can be located in the Central Office and on the school's website within the CCS Board Policy Manual.

Suspension and Expulsion Policy

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

When the Policy is violated, it may be necessary to suspend or expel a scholar from CCS. This policy shall serve as CCS' policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. 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 the 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 school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available in the Scholar Handbook.

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

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the California Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

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. 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, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school

activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision,

“hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical

injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal

Code Section 243.4.

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

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a

nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

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

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

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

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference. This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination,

the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

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

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed

inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and

behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CCS, the student shall remain in the

interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

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

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

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

Signature Page

Please sign and date below to indicate that you have read the Options 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: _____