



Elementary School Scholar Handbook 2018-19

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Letter from The Superintendent

Dear Scholars and Learning Coaches:

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

CCS Vocabulary

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

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

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

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

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

We have a great elementary school team, led by Ms. Ashley Daugherty, our K-8 Coordinator, who coordinates the elementary school academic program with support from both Mrs. Erin Smith, our Director of Online Learning and Mrs. Mae Van Vooren, our Assistant Superintendent of Personalized Learning. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific teachers, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

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

Respectfully,
J.J. Lewis, M.Ed.
Superintendent
@lewis1jj

Mission Statement

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

Vision Statement

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

Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Pledge of Excellence

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

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

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 student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business

practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.

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

Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in TK, kindergarten and grades one through twelve. 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. 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.

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.
- A scholar must have completed the CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar may only be enrolled in CCS and not concurrently enrolled in another school, public or private.

Immunization Requirements

Learning coaches are asked to provide proof of immunizations upon registration upon registration in order to maintain updated records. Exceptions are allowed under the following conditions:

- The learning coach provides a signed doctor’s statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education (“FAPE”) due to lack of immunizations.
- If a learning coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.
- If a scholar is enrolled in independent study and will not receive classroom-based instruction.

Leaving the Country

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

Oral Health Exam Requirements

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

Master Agreement

To attend CCS, each scholar, learning coach, and supervising teacher shall sign a Master Agreement (“MA”) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting classes will result in a mandatory meeting with the Superintendent or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the learning coach. The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar’s Individualized Education Program due to a lack of a signed MA.

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

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the learning coach (at their option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and learning coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log

attendance and submit assignments.

Computers

CCS has computers available for loan to all learning coaches seeking a computer for their scholar(s). Learning coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at computers@compasscharters.org. All requests for loaner computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loaner computer other than those necessary for maintenance and asset management. Learning Coaches will be expected to monitor their Scholar's use of the loaned computer to ensure appropriate use for educational purposes. Please be advised that the computer remains school property and there is no reasonable expectation of privacy.

Grade Level Placement Policy

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

Elementary (Kindergarten - 5th grade)

If a learning coach or teacher feels that a scholar should repeat a grade level, the situation must be discussed with the K-8 Coordinator and Director of Online Learning prior to making the change on the Master Agreement. They will make a recommendation for the Superintendent or his/her designee who shall make the final decision.

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

- For school years 2014-15 and later, scholars must have been five (5) years old by September 1, of that school year in order to enter kindergarten.
- For school year 2013-14, scholars must have been five (5) years old by October 1, 2013 in order to enter kindergarten.
- For school year 2012-13, scholars must have been five (5) years old by November 1, 2012 in order to enter kindergarten.
- For school years prior to 2012-2013, scholars must have been five (5) years old by December 2 of that school year to have started kindergarten that fall.

Learning Coach Requests

- 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 K-8 Coordinator and the Director of Online Learning prior to making the change on the Master Agreement. They will make a recommendation for the Superintendent or his/her designee who shall make the final decision.
- Current 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 a grade.

Official Transcripts

An incoming scholar must provide official academic records in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the placement of the scholar into their appropriate courses.

Scholar Expectations

- Attend live, real-time Q&A sessions as needed or as requested by the teacher to receive additional support and instruction.
- Attend live, real-time Virtual Classroom sessions (Learning Labs) as required.
- At a minimum, work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the daily plan/pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned teacher at least once per week via email, phone or virtual classroom.
- Log in every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- 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 his or her courses and submit work on time.
- Return calls and emails promptly when teachers reach out.
- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, learning coaches, faculty, and staff.
- Attend all state testing in person at school-designated locations.

Learning Coach Responsibilities

- Turn in correctly dated work samples on time with appropriate pages, topics, and lesson numbers.
- Make sure that all work has been corrected and that work samples with rough drafts are included.
- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Ensure the learning coach has reliable contact information on record at the school.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Alert administration if the learning coach does not hear back from a scholar's teacher or advisor within 48 hours.
- Keep informed of news and information about school through communication from staff and newsletters.

- Include the scholar's name and grade in emails.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Be present in your scholar's daily school life.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Supervise, tutor, coach, and direct the scholar's daily lessons as advised by the assigned supervising credentialed teacher.
- Establish daily and weekly goals by creating a consistent schedule.
- Ensure that your scholar attends Virtual Classroom (Learning Labs) sessions and open office hours that are run by teachers.
- Become familiar with the CCS grading system, making sure to understand the Elementary School grading system.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.
- Be a positive role model for the scholar.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Set high expectations for scholar's success
- Participate in parent/learning coach conferences in both the fall and spring semesters with scholars' teachers.

Attendance

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

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 classes, outside classes, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated weekly.

Blanks on the activity log from lack of educational activity for the day are considered absences. All absences are unexcused. Several blanks/absences will result in an evaluation to determine whether it is in the best interest of the scholar to remain in independent study. Individual schools are required, under

the law, to report any scholar who meets the standard for a “truancy” to the District Attendance Supervisor or the District Superintendent.

Work Samples

Independent study attendance credit is based upon the scholar’s daily engagement in instructional activities required by the school (assignments) on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar’s work product, judged at the discretion of the supervising credentialed teacher.

Work Sample Requirements

- In order for attendance to remain current, representative work samples must be emailed to the teacher when requested.
- Work samples need to be submitted to the assigned supervising teacher each learning period.
- Teachers will give scholars due dates and the quantity and descriptions of work samples that should be submitted.
- It is essential that these work samples are submitted on time. Failure to do so can result in academic or disciplinary sanctions.

Learning Periods

The scholar must submit assignments to the supervising teacher in accordance with the frequency, time, and manner specified in the board policy on independent study and the applicable provisions of the master agreement.

Virtual Classroom Attendance “Learning Labs”

All CCS teachers run weekly learning labs. These live, teacher-led classroom instruction, called “Learning Labs,” occur in each core subject area. These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the Learning Lab sessions for each of their classes. Attendance in Learning Labs can be included as part of the scholar’s participation grade for his or her class.

Q & A SESSIONS

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

Missed Assignments

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

State Standardized Tests

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

- Grade 5 - California Science Test (CAST)
- Grades 3-5 - SBAC Testing (aka California Assessment of Student Performance and Progress: (“CAASPP”))
- Grade 5 - Physical Fitness Test (“PFT”)
- English Language Learners: ELPAC (English Language Proficiency Assessments for California)

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

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

Policy on Retention and Progress

Kindergarten through 5th grade

Promotion to the next grade level is dependent upon the grades earned. Scholars must pass a minimum number of core curriculum courses (i.e., mathematics, science, social science and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year.

Scholars who do not make satisfactory progress each year are at risk of being retained. If a scholar is recommended for retention, the school will notify the scholars learning coach in writing.

Appeal Process

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

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 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 return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

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

Unable to Contact

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

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

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or learning coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

Proof of Residency

Learning coaches must notify the Records Department should contact information change, and provide a proof of new residence to them. A form to submit these changes can be found on the website under Parent/Scholar Resources.

Emergency Contacts

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

Authorized Contacts

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

Academic Program

Grades

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

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the learning coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the K12 OLS and/or shared by teachers on an ongoing basis. Teachers will hold Learning Coach/Teacher conferences once per semester to discuss academic progress.

Kindergarten – 5th Grading Policy

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

M = Mastery - Scholars have completed 80%-100% of subject units and are able to move on to the next grade level.

C = Completed - Scholars have completed 70%-79% of the curriculum and are able to move onto the next grade level.

I = Incomplete - 0%-69% of the curriculum. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the College & Career Readiness Counselor. A scholar must be in good academic standing to be eligible for this permit.

Entertainment permit renewal:

This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.

To print an entertainment application: paste the link below in your browser:

<http://www.dir.ca.gov/dlse/dlseform277.pdf>

Steps for receiving a complete entertainment application:

- Complete form with scholar information (do not include parent/guardian signature).
- Email form to College & Career Readiness Counselor Edith Cruz at ecruz@compasscharters.org
- College & Career Readiness Counselor will mail form to scholar's home address.

- The form indicates the following: all signatures must be in original ink. No fax or photocopies permitted.
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.dir.ca.gov/dlse/onlinepermits.htm>

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 Exceptional Scholar Services. A copy of the School's Section 504 policies and procedures is available upon request.

Homeless Scholars

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

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

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

School Liaison

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

Jessica Franco | Director of Operations
850 Hampshire Rd. Suite P
Thousand Oaks, CA 91361
805-358-9007

The School Liaison shall ensure that:

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

For any homeless scholar who enrolls at the CCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually.

Academic Integrity and Plagiarism

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

Other Violations of Academic Integrity include:

- Using another person's work and claim as your own;

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

What is Plagiarism?

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

To Plagiarize means:

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

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

How to Avoid Plagiarism

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

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

Consequences for Academic Dishonesty

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

1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the learning coach and K-8 Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both learning coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.

2nd Offense

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

3rd Offense

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

4th Offense

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

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

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in academic dishonesty, as determined by the K-8 Coordinator, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Planning and Approval

The Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar’s learning coach. One copy of the permission slip shall be filed with the Engagement Coordinator, and one copy shall be given to the teacher(s) going on the field trip.

Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The emergency

- contact for each scholar will be designated on the event permission slip.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

Role of Learning Coach on Field Trips

A learning coach or approved adult is required to participate in all field trips and excursions to assist with supervision of their scholar(s). On rare occasions, not all learning coaches or approved adults will be required to attend. Learning coaches or approved adults accompanying CCS group and assisting in supervising scholars shall receive clear information regarding their responsibilities from the Engagement Coordinator or sponsoring teacher. Prior to the field trip or excursion, the Engagement Coordinator or sponsoring teacher may hold a meeting for these 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, learning coaches and/or approved adults shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and/or supervising scholars on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar Leadership Council will be advised by the Superintendent. The Superintendent, 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 Coordinator consistent with this policy and any other applicable requirements.

Approval

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

Fundraising

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

Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored

event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or 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.

Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the Charter School policy as it pertains to violations to any of the following expectations.

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

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

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 complete CCS Scholar Technology Policy is available on the school website or at the Central Office.

Nondiscrimination, Sexual Harassment and Cyberbullying

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, 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 students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of

1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004.

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 and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, 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, student, 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.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

J.J. Lewis | Superintendent
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

CCS’s full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at its Central Office or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited e-mails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident an CCS staff member. The Superintendent or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of

- the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's learning coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
 5. If the unwarranted correspondence is from a staff member, report the situation to the Superintendent.
 6. If the abusive communication is from someone within the administration, inform the victim's learning coach of the situation who can then inform the appropriate personnel.

Scholar Grievances

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 Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at its Central Office and on the CCS website will be appropriate.

Uniform Complaint Procedure

CCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

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

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is

elective or compulsory, or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Superintendent of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | Superintendent
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Superintendent or his or her designee in writing.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS' procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy CCS' Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS' 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.

A copy of the UCP policy and complaint procedures shall be available free of charge at its Central Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent.

Scholar Records

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

1. The right to inspect and review the scholar's education records within 5 days after the day CCS receives a request for access. Learning coaches or eligible students should submit to the CCS Superintendent or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the learning coach or eligible scholar of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar’s education records that the learning coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar’s privacy rights under FERPA.

Learning coaches or eligible scholars who wish to ask CCS to amend a record should write the CCS Superintendent or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the learning coach or eligible scholar, CCS will notify the learning coach or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learning coach or eligible scholar when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

1. To other CCS officials, including teachers, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as "directory information" under §99.37.

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

1. Scholar's name
2. Scholar's address
3. Learning coach's address
4. Telephone listing
5. Scholar's electronic mail address
6. Learning coach's electronic mail address
7. Photograph
8. Dates of attendance
9. Grade level
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent at jlewis@compasscharters.org.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through his or her teacher.
2. The scholar's teacher will schedule an exit conference with the K-8 Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the learning coach that will need to be filled out for the withdrawal to be complete.
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. CCS may withhold transcripts, grades and diplomas from requesting parents and/or scholars if a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers, loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

Signature Page

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