



WASC Accredited Personalized Learning Charter Schools

Student and Parent Handbook

2010-2011

Motto

Personalizing Education for Student Success

Vision

**To provide unique educational opportunities
nurturing far-reaching success for students**

Mission Statement

CORE Schools, in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning, and offering classes at our centers and within the community, with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

School Information

School Office Staff

| | |
|---------------------------------------|--|
| Sharon Chester, Operations Supervisor | Traci Rasmussen, Purchasing Clerk |
| Pat Horton, Business Technician | Tamar Shaddeau, Office Assistant |
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STUDENT ENROLLMENT

Admission

- Community Options for Resources in Education Charter schools (CORE or CORE Schools) are K – 12 public schools. As such, we admit any student who applies provided student meets California State residency requirements and is at least five years old by December 2nd of the year in which they enroll, and is no older than 19 years of age at the time of enrollment or may be 22 years of age if they have been continuously enrolled in a California school and making reasonable progress toward graduation.
- Students enrolled are in the Personalized Learning program that follows state regulations for compliance with Independent Study.
- Teachers work in partnership with the parents and students in designing the educational pathway they feel is compatible with the goals and learning style of their son or daughter. Therefore **before enrolling in the school** it is important for parents, and students to visit our website and read this handbook in order to understand the philosophy and guidelines of the school. Should enrollment in CORE Schools be desirable, parents and students are required to attend a pre-enrollment interview with a CORE teacher and administrator/designee in order to ensure student success in our school. **By choosing to enroll their child/ren in CORE parents accept co-responsibility for their children's education.**
- It is also important for parents to realize that in accordance with California State Assembly Bill 544, it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College and/or Regional Occupation Program.
- The Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and/or Association with individuals with one (1) or more of the above characteristics.

Enrollment Forms

To complete enrollment, students must have completed the following and have appropriate forms on file:

- Pre-enrollment interview
- Student Registration and Demographic Information with **birth certificate**
- Master Agreement
- Acknowledgement of Responsibilities
- California School Immunization Record (on blue card stock with copy of immunization record attached)
- Cumulative File/Transcript Request
- Kindergarten Entry Health Exam (kindergarten students and any 1st graders who did not attend kindergarten)
- Special Education documents (when applicable)
- High School transcripts (High School only)
- Emergency Card
- Personalized Learning Agreement

PERSONALIZED LEARNING OPTION THROUGH CORE Schools

The role of the Personalized Learning Teachers (PLT) who serve families participating in Independent Study is to offer support and guidance to parents who accept primary responsibility for the education of their children. The teacher of a home-based high school student, who chooses a combination of Independent Study and Small Group Instruction classes, is responsible for accountability, documentation, guidance and oversight of the student's educational program.

Personalized Learning Teachers:

- Conduct a Pre-Enrollment interview with parent and student.
- Secure approval from CORE School Administrator for enrollment.
- Assist the family in completing all the enrollment forms.
- Issue a Parent/Student handbook.
- Assess the student's current levels.
- Advise on curriculum offerings from the CORE Schools catalogues and library and make Vendor Course Instructor (VCI) orders for student/parent.
- Answer a family's questions, via in person, phone or email, as they arise.
- Serve as a liaison between the family and the CORE Administration, Staff, Small Group Instructors and VCIs in addition to other community resources.
- Provide direct instruction through classes given in local Educational Resource Centers (ERC).
- Provided direct tutoring instruction when appropriate for student progress.
- Coordinate testing and assessment.
- Keep current with school policy and procedures and notify students and families of any changes that affect them.
- Attend any IEP meetings of students whom they teach or supervise.
- Verify student attendance records.
- Verify student learning and document in Student Assignment and Learning Record file.
- Oversee Portfolio development.

In meeting with families, the Teacher in CORE Schools:

- Determines, with the parent and student, if what our programs have to offer can meet their needs through the pre-enrollment interview.
- Explains the choices available through these various programs:
 - Curriculum choices available through the CORE Schools catalogues and the library
 - Diploma options and graduation requirements
 - Portfolio management
 - Development of the Personalized Learning Plan
 - Parent training opportunities
 - Internet resources
 - Field trips
 - Educational Resource Center class options
 - Class options in the local community - Vendor Course Instruction (VCI)
- Makes recommendations for appropriate resources and curricula
- Makes the CORE Schools catalogues available to student and family
- Ensures that each student has the appropriate curriculum
- Provides student and parents with attendance forms with all relative information that must be completed
- Provides assistance in how to record daily learning
- Notes and researches questions the family may have regarding their child's educational program
- Provides a liaison between other certificated staff, i.e. HS Counselor, Special Ed Coordinator and Tech Coach
- Meets with the student and parent at least twice every 22 school days to:
 - Record content of learning into concepts on the Student Assignment and Learning Records
 - Obtain the completed Attendance Log and Records
 - Assess student progress through monthly assessments
 - Reassess student's monthly Student Assignment and Learning Record to make any necessary changes
 - Deliver educational materials and make recommendations
 - Notify parents and students of school related updates regarding governance, events and activities

Attendance

Attendance is taken on the Independent Study model.

Independent Study: This form of education requires that the parent or other guardian is the fulltime educator with the assistance of the teacher.

- At the meetings, scheduled every 5 to 25 school days, your teacher will give you a Learning Log. The Learning Log is the attendance document and must be filled out on a daily basis,

documenting that the student completed at least one educational assignment from his/her Student Assignment and Learning Record each day of the school calendar year.

- Attendance can only be claimed for days that the student is properly engaged in the learning process. Although a student does not have to focus on all subject areas in one day, attendance is granted based on two critical attendance themes:
 - Work completed
 - At least one educational activity from the Student Assignment and Learning Record completed and recorded on the Student Learning Log
- It is the responsibility of the credentialed teacher to establish whether the amount of work a student has produced, or the amount of knowledge that was gained, substantiates the days of attendance being claimed. If a teacher does not think the student has engaged in the learning process enough to warrant the claim of attendance, it is his/her responsibility to subtract days from the attendance and give the Student a Missing Assignment Report (MAR) and begin the truancy process, which may result in the student's disenrollment.

Please note: Incomplete work will be followed up with a Missing Assignment Report. The student may be in danger of failing and require a Student Success Team conference. The student will be monitored on a weekly basis from that point. If the next week's work is not complete, a second MAR is issued. If a third MAR is issued, the student may lose his or her privilege to participate in our program and the County School Attendance and Review Board (SARB) may be notified of the truancy.

Small Group Instruction: Small group instruction may take place at a resource center or some other site.

Student Assignment and Learning Records

Personalized Learning/Independent Study:

- Students/Parents and teacher meet weekly, or at the very least twice every 25-school attendance days, to review and/or document the learning that has occurred in each curricular area delineated in the student's Student Assignment and Learning Record. These regular meetings provide an opportunity for the parent and student to ask questions and for the teacher to share different teaching strategies and offer support and encouragement. The teacher, parent and student also use this time to choose appropriate work samples to be included in the student's portfolio for the month's/year's assessment.
- It is the responsibility of the teacher to work with parents and students (as determined by the Master Agreement) to document the monthly learning of each student. The teacher also will document the content of that learning by defining concepts for the student's Student Assignment and Learning Records stating California state standards that have been addressed.
- It is the responsibility of the teacher to complete the Student Assignment and Learning Record, **NOT** the parent.
- It is the responsibility of the parent to complete the Student Learning Log.
- If a student is attending Small Group Instruction or Vendor Course Instruction classes, it is the responsibility of the teacher to collect the necessary information from the VCI teachers in order to complete the Student Assignment and Learning Record. Small Group Instructors and VCIs should be in close contact with the teacher to provide summaries of the content being covered in their

classes once every semester; they should also alert the teacher and parent of any concerns that may arise with the student.

- Highly Qualified Teachers Statement - In order to improve instruction for all students, federal legislation "No Child Left Behind" requires that all students have a "Highly Qualified" teacher in all core subject areas. CORE Schools may provide an additional instructor to you in order to meet this requirement.

The main purposes of a completed Student Assignment and Learning Record are:

- To document a student's progress towards his/her goals and objectives.
- To document a student's achievement of the skills necessary to be a positively contributing citizen.
- To recognize and commend the learning achievements of each student.
- To assess the student's mastery of the standards.
- To document a student's school attendance.

An excellent Student Assignment and Learning Record:

- Is complete and well organized.
- Reflects student's progress towards the student goals and state standards.
- Salutes learning achievements, breakthroughs and insights.
- Reflects assessment and the level of mastery of the subject area.
- Includes teacher comments.

CODE OF CONDUCT

One of the goals of **CORE Schools** is to support students in developing wisdom and leadership. Our code of conduct is tied to that goal and is threefold. It is our intention that students, at home, in the Educational Resource Centers, and on field trips will:

Demonstrate character and respect for themselves, others and the environment by:

- Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- Choosing their speech carefully and thoughtfully, eliminating profane and vulgar language.
- Choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements.
- Choosing to exhibit a positive attitude about themselves and the world around them.
- Choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment.
- Choosing to respect others' possessions.
- Choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.
- Choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect.
- Choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

While we would like to believe that everyone would follow these guidelines, it is our duty to state that serious infractions, including reasonable cause to believe that a student is under the influence of drugs or alcohol, may result in revocation of the right to participate in Educational Resource Centers, fieldtrips, or other gatherings of students. In the case of physical violence, drug possession, or weapon violations the School Director/designee may be required by law to recommend expulsion to the Board of Directors of CORE @The Camptonville Academy, Inc., CORE Butte, Inc., or CORE Placer, Inc. See 'Discipline Administrative Regulation', included in this handbook.

EDUCATIONAL RESOURCE CENTERS

The Educational Resource Centers (ERC) are designed to support ALL students of **CORE** Schools. The Centers provide opportunities for students to reinforce a variety of academic skills, learn in specialized programs (e.g. computer labs), receive individualized and small group instruction, and participate in specialized assessment. The Centers are also places for parent meetings and a resource for the teachers at **CORE**. The Centers are staffed by a combination of certificated and classified staff and also utilize a variety of credentialed professionals.

CORE schools provide many core and enrichment classes at the Educational Resource Centers (ERC) in Yuba, Butte, Nevada and Placer counties. These classes are available to all age groups. Examples of classes offered are:

Earth Science Lab, Biology, Pre-Algebra, Biology Lab, Geology, Hard Math Café, Future School Math, U.S. History, Algebra I, Algebra II, Life Science Lab, Physical Science Lab, Fitness, Phonics, Paint, & Print, Digital Fun, World of Writing, Cursive, Beginning Music Concepts / Recorder, World of Writing, Beginning Manuscript, Art Across the Curriculum, PE, Go West, Beginning Guitar (5th+), Science, SAT Practice / College Workshop, Multiplication and Division, Computers for Kids and much more.

Each center has its own schedule and can be viewed on our website at www.coretca.org. The majority of the classes offered at the ERCs are offered to students at no cost to the discretionary budget of Educational Units (EU.) A materials fee may apply.

- All students are eligible to attend the centers.
- Students who wish to participate in activities at the ERC's must fill out the Emergency Card and Center Use Contract
- A fair and legal system for admitting students has been established and strictly adhered to if classes are over-enrolled.

Center Use

Resource Centers are open to all students during normal school hours under any of the following conditions:

- Direct supervision by parent while at the center.
- Supervision by teacher during regularly scheduled classes, events, or meetings.
- Supervision by clerk (arrangements made with clerk at least 24 hours in advance). This is available on a limited basis only.

The Resource Centers have adopted the following basic expectations.

- **Respect Yourself**
Think positively.
Do your best.
Use your time wisely.
Dress appropriately.
- **Respect Others**
Keep your hands and feet to yourself.
Use positive, appropriate language.
Be polite.
Walk, don't run.

- Listen to others.
- Dress appropriately
- **Respect Your School**
 - Clean up after yourself.
 - Return things where you found them.
 - Use materials properly.
 - Dress appropriately.
- Computers are to be used for research or class assignments.
 - They are **NOT TO BE USED** to go on-line to play electronic games or personal e-mail.

Students are also expected to abide by the Code of Conduct outlined in the Student-Parent Handbook. Parents will be notified of any difficulties. Repetitive or severe infractions may result in suspension of center use privileges.

All students must be signed in and out every time they are present in a center. Please indicate on the student registration form whether your HS student is **NOT** allowed to leave campus and whether your elementary student **IS** allowed to leave campus. Prompt drop-off before and pick-up after classes and activities is required. See Open Campus Policy on page 21.

Computer Network/Internet Acceptable Use Student Contract

1. The purpose of this policy is to insure that Internet access using the School Computer Network will be used only for educational purposes, consistent with the acceptable standards of the School and community.
2. Internet accounts, passwords, and access may be assigned to students and educators solely for the purpose of aiding education and research, through the enhancement of information gathering and exchange, and the promotion of growth in communications technology.
3. The use of the School Computer Network is a privilege that may be revoked by the network administrators at any time for abusive conduct or violation of the conditions of the administrative regulations that accompany this policy. In addition, any such abusive conduct or violation, which is contrary to School policy, may lead to further disciplinary action.
4. The School Computer Network will not warrant that functions of the system and network will meet any specific requirements you may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, or information) sustained or incurred in connection with the use, operation, or inability to use the system or network. The School shall not be liable for any damage incurred due to harmful programs, (including computer viruses), which on rare occasions, may propagate through computer networks such as the School Network and Internet.
5. Network and Internet electronic mail (e-mail), and other forms of electronic communication are not private. Network administrators and School staff may access mail and other forms of communication at any time, and e-mail software may misdirect messages. These considerations should be kept in mind when corresponding with others.
6. All information and materials contained on the School Computer Network will be placed here for educational and general information purposes and will, in no way, be intended to refer or be applicable to, any specific person, case, or situation.

7. Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify your Teacher at once. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

8. Vandalism. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action and legal referral.

9. Updating. The information service may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

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TESTING AND ASSESSMENT

In order to continue to offer innovative alternative educational programs, charter schools must abide by the laws that govern them. According to California charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools. If we cannot, we risk losing our charter and the students risk losing this option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. And while we have the opportunity to see, first hand, how much our children are learning, testing creates an avenue with which we can demonstrate to the California Department of Education, and to the Western Association of Schools and Colleges and the California Charter School Association, our accrediting institutions, what we already know to be true.

With this in mind, we urge you to prepare your son or daughter participate in the State Testing and Reporting (STAR) program mandated by the State to administer this Spring. The individual results will not be used by the state to track or label the students in any way. **Parents who choose to do so may request in writing that the test results not be placed in the student's file or portfolio.**

Evaluation and Grading

Although traditional grades are not required or appropriate for every student or at every grade level, formal written assessment of a student's progress is. They are a means for feedback and praise of the student's accomplishments. As such, CORE Schools require all teachers to submit a Grade Report or Student Evaluation each semester. **These reports become a formal part of the student's file unless the parent requests otherwise in writing.**

Letter Grade Scale

| | |
|----|--------|
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |

| | |
|----|--------------|
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |

Below 70% = Danger of failing, student may receive no credit

Recommendation to Create Portfolios

- A portfolio is a purposeful, integrated collection of student work that shows student effort, progress, or achievement in one or more areas. The collection includes evidence of student self-reflection and student participation in standards. A portfolio communicates what is learned and why it is important. (Paulson, 1991)
- Portfolios may be developed throughout the year and evaluated at the end of each semester. Portfolios encourage "authentic" measurement of learning. Every student in grades K-12 may create a portfolio. For home-based learners, it is the responsibility of the parents, students and teacher to keep the appropriate materials to include in the portfolio. Parents should keep materials throughout the school year that reflect the student's progress.
- Materials that represent a variety of student work are defined as assessment samples that reflect individual progress towards student standards. These assessment samples may be in the form of projects, writing samples, videotapes, audiotapes, drawings, photographs, etc. In the end, no two students' portfolios will look alike. The teacher works with the families in determining what may be included in the portfolio, but it is ultimately the responsibility of the parents and students to keep the information.

PARENT, STUDENT AND TEACHERS SHOULD PARTICIPATE FULLY IN THE CREATION OF PORTFOLIOS.

Portfolios are a true creative reflection of learning and not a task thrown together haphazardly. Consult with your teacher regarding the kinds of work samples that you could collect for your student's portfolio.

Portfolio Requirements

Each portfolio could include the following:

- Five samples of the student's work including best work, most interesting work and area of greatest growth in learning toward each growth area or subject.
- Student self-reflections on their work.
- Parent/teacher evaluation of student progress and performance.
- The Semester Learning Plan. This gives an overview of the year's curriculum and builds a cohesive understanding of the student's learning.
- Any written evaluations from Small Group Instructors, Vendor Course Instructors of classes the students have taken. The teacher may request these from Small Group Instructors if they feel they would best serve the student.
- Your teacher will be instrumental in assisting in the compilation of your student's portfolio.

COMMUNITY SERVICE

It is suggested that each student serve his or her community. Your teacher will assist the student in finding organizations that may need volunteers. Younger students can assist those in need that may reside in their neighborhood or at churches. The following are the community service suggestions for each grade level:

Grades 1-3: Four hours a year

Grades 4-6: Eight hours a year

Grades 7-8: Ten hours a year

Grades 9-12: Fifteen hours a year, or 15 hours per unit if credit is desired

For high school students, one credit (or unit) will be granted for every fifteen hours served. The student must do a project which accompanies the service, i.e., a written report, a video project, a speech, a presentation, etc. The teacher will grade the project according to California state standards. Some of the projects from which a student can choose are:

- **Project MANA**
- **Facilities for Senior citizens**
- **Bilingual education**
- **Humane Society**
- **Public Libraries**

MATERIALS

Nature of Materials: Charter Schools and Religious Instruction

There should be no confusion regarding the use of religious materials in independent study/home-based education. A recent study of this issue resulted in guidelines that seem to accurately reflect the rights and opportunities of parents and students in Charter Schools. This study included intensive discussions with legislative representatives, legal counsel, parents, religious groups, and the California Department of Education. It is very clear that by applying the following guidelines to charter school instructional programs the schools will operate lawfully, and of equal importance, with maximum respect for individual rights.

- The parent/guardian acting as a co-educator, or in any other manner assisting in the instruction of their child, is NOT considered an agent of the State of California and therefore is not bound by those laws that guide the teachers who are paid by the State of California. The parent/guardian, as provided by the Constitution of the United States, is provided the right to freedom of expression of their religion and may at any time use religious content in the instruction, guidance, and care of their child.
- The State of California and subsequently its agent, the teacher, are not permitted to purchase or otherwise provide materials containing religious content for a student or for any other purpose.
- A Charter School may not require or maintain any student achievement records, including transcripts, report cards, portfolios, or any other documentation regarding the student, that contains religious content.
- The Independent Study Teacher of a State of California Charter School may not, during the course of instruction, utilize materials or expressions deemed to contain religious content.
- All children are issued non-sectarian curriculum in all core subjects that comply with state requirements.

- Small Group Instructors, who are paid by the state of California through a Charter School, are considered an agent of the State during their course instruction and therefore may not teach utilizing materials or expressions deemed to contain religious content
- ❖ *Any deviation from these guidelines will jeopardize individual rights and even Charter Schools themselves.*

Educational Materials

There are three ways in which a parent can receive educational materials and curriculum through C.O.R.E.

- 2 Educational Materials catalogues, Elementary and High School, through which parents can review curriculum offerings from the school
- The CORE Schools' libraries which are stocked with a variety of educational materials and curriculum
- The PLTeacher's classroom budget for special items required in order to meet a student's needs.

Parents, with assistance from their teacher, choose which materials they will use. The parents review the appropriate catalog/s, talk with their teacher, and decide on the appropriate curriculum for each course of study. The charter has many approved educational materials and curricula choices displayed within the school catalogues.

Resource Library Information

Currently, CORE Schools has a visiting library located in Chico along with the Chico Resource Center. The Paradise, Chico, Nevada City, Marysville and Colfax centers house reference libraries where parents and students can view curriculum resources and our new state adopted curriculum.

Note: All materials provided to the student are the property of the school. Families must return the materials to the teacher when the student is finished using them for their educational program. The teacher will inventory the materials and return them to the school at that time. If these materials are not accounted for at the end of the school year, the teacher must submit a missing materials form that will be used to charge the families for the missing resources. The charter reserves the right to withhold files and transcripts if a student disenrolls with an outstanding bill (e.g., materials are not returned or have been destroyed.)

VENDOR COURSE INSTRUCTION AND PARENTS DISCRETIONARY FUNDS - EDUCATIONAL UNITS

A student, by his/her attendance, generates funds called Educational Units (EUs) that have been appropriated for education instructional purposes. The teacher has the responsibility of keeping track of the EUs incurred to meet the educational needs and choices of each family. For those students who are pursuing a program of Personalized Learning/Independent Study supplemented with Small Group Instruction classes or tutoring, the administration has made available \$1,000 per year/per student for small group classes, community college classes, assemblies and field trips. Parents and teachers, in cooperation, should seek instruction to enhance the student's academic and social program. The funds are available if needed to provide a sound academic program. Ultimately the teacher is responsible for the professional and ethical allocation of this funding. School policy supports the use of EUs for academics when students' require additional support. When students are doing well academically \$700 of the EUs may be used for electives.

- To order Vendor Course Instruction (VCI), the parent makes a request to the teacher. The teacher reviews, approves and submits the request and submits an on-line Purchase Order request. The order cannot be processed until the teacher submits the on-line request.
- Students may not attend instruction without a Purchase Order number from the PL teacher.

Withdrawal from VCI or ERC Classes

A student may choose to withdraw from a Small Group Instruction or VCI class prior to the beginning of the second class. As a courtesy, the student should call the teacher to notify him that he will no longer be attending. **After the second class, the student can only drop a class with permission from his or her teacher. The EUs that have been allocated for that class will NOT be returned. It is the student's responsibility to contact his/her teacher about dropping a class prior to the next class meeting. A student who does not follow this procedure jeopardizes her/his right to attend VCI or ERC site-based classes. The teacher must notify the purchasing department of class changes.**

Community College Classes

Students may, when it is deemed appropriate, take Community College courses while concurrently enrolled in CORE Schools. In order to do this, a teacher must verify that a student has the ability to be successful in this environment and adhere to the following process:

- Contact the community college to verify *their* process.
- Confirm with the school that they are able to work with the college.
- Complete the college concurrent enrollment form.
- Register for classes.
- Inform the teacher of the required text.

Important: Charter law states that a student may not be concurrently enrolled full time in two schools. Therefore, students enrolled in CORE Schools may not take more than the number of allowed units per semester at a Community College.

HIGH SCHOOL INFORMATION

See the current year High School Catalogue for all High School specific information, i.e. Grade Reports, Transcripts, and course planning, graduation, etc.

IMPORTANT GENERAL INFORMATION

Lunches - Students in the CORE programs must bring their own lunches. Kitchen facilities are off limits at the sites.

Drop Off/Pick Up - Students must be dropped off, at their school site, no earlier than 15 minutes before their program/activity begins and picked up no later than 15 minutes after their program/activity ends.

Do you know who's picking up your child?

If a student (K-8) is going to be picked up by anyone other than his or her parent, the parent must add his/her name/s to the emergency card.

Driving Issues - Please respect all driving regulations and speed limits at all centers.

Students who drive in an unsafe manner will lose the privilege of driving on school property and will be required to find another means of transportation to school.

Accreditation - the Western Association of Schools and Colleges (WASC) and the California Charter School Association (CCSA) accredit CORE @ TCA, CORE Butte Charter School, and CORE Placer Charter School. CORE Schools are a member of the Association of Personalized Learning Schools (APLUS.)

Governance - Charter Council Meetings are held a minimum of 3 times a year. **Board Meetings** are held on a regular basis. All governance meetings are open to the public. Please watch the newsletter or contact your Personalized Learning Teacher for the locations and times.

STUDENT ACCIDENT ONLY INSURANCE

Student Accident Only Insurance is available through UnitedHealthCare. Please contact your school office for a brochure.

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IMPORTANT SCHOOL POLICIES

500: Students Administering Medication and Monitoring Health Conditions

Approved by Executive Director: 09/14/2006

Administrative Regulation:

- A.** Some students may need to take medication prescribed by a physician during the school day in order to be able to attend school.
- B.** The Executive Director/designee shall develop processes for the administration of medication to such students by school personnel.
- C.** Prescribed medication may be administered by the school nurse or other designated school personnel only when the Executive Director/designee has received written statements from both a student's physician and parent/guardian.
- D.** School staff who administer medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.
- E.** Staff authorized to administer the medication shall be afforded appropriate liability protection.
- F.** If the parent/guardian so chooses, he/she may administer the medication to his/her child.
- G.** In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.

H. Self-Administration and Monitoring

- 1. Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test.
- 2. The student shall observe universal precautions in the handling of blood and other bodily fluids.

I. Definitions

1. *Other designated school personnel* may include any employee who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR 601)
2. *Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

J. Notifications to Parents/Guardians

1. At the beginning of each school year, the Executive Director/designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel or allowed to self-administer certain medication as long as he/she receives written statements from the student's physician and parent/guardian.
2. The Executive Director/designee shall inform the parents/guardians of any student on a continuing medication regimen for a non-episodic condition of the following requirements:
 - a. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.
 - b. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

K. Parent/Guardian Responsibilities

1. Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the Executive Director/designee shall have a written statement from the student's physician and a written statement from the student's parent/guardian.
2. The physician's written statement shall clearly: (5 CCR 602)
 - a. Identify the student
 - b. Identify the medication
 - c. Specify the method, amount and time schedules by which the medication is to be taken
 - d. Contain the name, address, telephone number and signature of the physician
 - e. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm with the student's physician that the student is able to self-administer the medication
3. The parent/guardian's written statement shall:

- a. Identify the student
 - b. Grant permission for the authorized representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
 - c. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
 - d. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication
 - e. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time
4. If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also:
 - a. Consent to the self-administration
 - b. Release the school and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication
 5. The parent/guardian shall annually provide the Executive Director/designee a new written statement from himself/herself and the student's physician.
 6. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes.
 7. Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions.
 - a. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions.
 - b. Medications that are not in their original container shall not be accepted or administered.
 - c. Medications shall be delivered to the school by the parent/guardian, unless the Executive Director/designee authorizes another method of delivery.
 8. The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.

9. A parent/guardian may designate an individual who is not an employee to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established.
10. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

L. Designated Employee Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the physician's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt
3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication
4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration
5. The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication
6. Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
7. Ensure that student confidentiality is appropriately maintained
8. Coordinate the administration of medication during field trips and after-school activities
9. Report to the parent/guardian any refusal of a student to take his/her medication
10. Keep all medication to be administered in a locked drawer or cabinet
11. Communicate with the physician regarding the medication and its effects
12. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose
13. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws.

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS PHYSICIAN'S RECOMMENDATIONS FOR MEDICATION

This form is to be filled in and signed by a licensed physician. The form should then be signed by the parents/guardians and returned to the school.

 Student's Last Name First Middle Age Birth Date:
 Month/Day/Year

 Name of School Name of Principal Name of Teacher Type of Class
 Grade

The law allows any person to assist in carrying out a physician's recommendation. The school recognizes the desirability of following physician's recommendations as nearly as possible at school, just as does a parent at home or any other person (not necessarily a nurse) if the physician requests his/her assistance. The fact that this is a service or accommodation which the school is not legally required to perform is recognized by all parties signing this form, and in so signing they agree to hold the district, its officers, employees or agents, harmless from all liability, suits, claims of whatever nature or kind which might arise out of these arrangements.

| | | | | |
|---|------------------------------------|--------------------|-------------------------|---|
| | ? YES | ? NO | | |
| Do you wish this child to receive medication at school? | | | | |
| Name of Medication | Form (tablet, pill, capsule, etc.) | Number to be Taken | Approximate Time of Day | Observed or Assisted by Whom (self, teacher, nurse, etc.) |
| #1. _____ | _____ | _____ | _____ | _____ |
| #2. _____ | _____ | _____ | _____ | _____ |

Precautions, if any: _____

How is medicine to be brought to school:

By Whom (student, parent, etc.) ? _____

How often (daily, weekly, etc.) ? _____

In what kind of container (envelope, bottle, plastic container) ? _____

Does the physician wish to be able to talk briefly by telephone with someone (teacher, nurse, principal, psychologist) at intervals (weekly, monthly, quarterly) to see how this child is faring? If so, indicate:

Person(s) _____ and intervals _____, and you will be notified as to numbers and times at which the person(s) may usually be reached at school by telephone.

IMPORTANT: Please discontinue this request as of the following date. _____.

After this date, changes or continuance of these arrangements must be secured by filling out a newly dated copy of this form.

| | | | |
|-----------|---------|---------------|-----------|
| Signature | Address | Telephone No. | Date |
| _____ | _____ | _____ | _____ |
| Physician | | | Mo/Day/Yr |

 Parents' or Guardians' Full Name Mo/Day/Yr

 Parents' or Guardians' Full Name Mo/Day/Yr

SIGNATURES OF BOTH PARENTS OR GUARDIANS ARE NECESSARY IF THEY ARE LIVING WITH OR HAVE CUSTODY OF THE CHILD.

Background Information

LEGAL PROVISIONS

The purpose of allowing medication to be given to students by authorized school personnel is to help provide for their general welfare by following the instructions of their physicians. This position is clarified by the intent seen in the following sections from the Nursing Practice Act (Chapter 6 commencing at Section 2700) Division 2 of the Business and Professions Code):

NURSING OR MINISTRATIONS NOT PROHIBITED BY CHAPTER

“The performance by any person of such duties as required in the physical care of a patient and/or carrying out medical orders prescribed by a licensed physician: provided, such person shall not in any way assume to practice as a professional, registered, graduate or trained nurse.” (Business and Professions Code Section 2727 (e)).

PRACTICES UNAUTHORIZED

“This chapter confers no authority to practice medicine or surgery.” (Business and Professions Code 2726)

SUGGESTIONS FOR SCHOOL PROCEDURES

The procedures covering medication brought to school to be taken by students according to the provisions listed on the preceding form will be expedited if the following procedures are used:

1. Two (2) copies of the form are supplied: one (1) for the school files and one (1) for the person authorized to administer the medication.
2. Only medication prescribed by the student's physician as being necessary to be taken by the student in the manner listed on this form should be brought to school.
3. Such medication should be taken by the student in accordance with instructions from the physician listed on this form.
4. Medication brought to school to be given to the student according to the provisions listed on this form shall be in containers which are clearly marked with the name of the student; the name of the prescribing physician; an identification number or name of the medication; the druggist who dispensed the medication or the manufacturer; and the amount of medication to be taken at specified times or in specific situations.
5. All medications should be kept in a secure place. Any special instructions for storage or security measures of any medication should be written by the physician and given to school personnel so that such instructions can be followed.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication

49423.5 Specialized health care services

49426 School nurses

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students

Management Resources:

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December, 2004

WEB SITES

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:
<http://www.cde.ca.gov/ls/he/hn>

Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

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500: Students

Dress Code

Approved by Executive Director: 11/09/2006

Administrative Regulation:

- A.** Each student shall be well groomed while attending School or School-related functions. Students shall be dressed in a clean and neat manner. Dress at the school site should be modest and appropriate for learning.
- B.** Students shall not wear any clothing or accessories that distract from or interfere with the education of themselves or others or is in any way disruptive to the learning environment.
- C.** Students shall not wear the following items while at School or attending School-related functions:
 - 1. T-shirts with lewd or obscene picture, writings or gestures
 - 2. T-shirts with cigarette, beer or drug advertisements
 - 3. Spaghetti straps or midriffs
 - 4. Any clothes that are suggestive or indecent
- D.** The Executive Director/designee may prohibit any clothing or grooming that in his/her judgment may reasonably be expected to cause disruption of or interference with normal school operations or that is determined to be gang-related. Gang-related attire shall not be worn to School. The Executive Director reserves the right to declare certain clothing items or colors to be gang-related at any time when the safety of the students is at issue.

E. The infraction procedure is as follows:

First: The student will be advised verbally that the article of clothing in question is inappropriate and will either cover the article of clothing or change into something more appropriate.

Second: The student will receive a written warning and the parent/s will be notified.

Third: The student will receive a written notice that they may not attend classes at the school.

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500: Students

Open Campus

Approved by Executive Director: 09/09/2005

Administrative Regulation:

- A.** The Executive Director has the authority to allow High School students to leave the school campus. The school, its employees and officers are not liable for the safety and conduct of students who leave under this policy. The open campus option does not apply to K-8 personalized learning students.
- B.** In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Executive Director establishes an open campus at all Educational Resource Centers for High School Students.
- C.**
 - 1. The responsibility falls on parents and students to follow the rules and abide by parents wishes.
 - 2. The privilege of open campus may be revoked from individual students for disciplinary reasons.
 - 3. If parents choose not to allow their student/s to leave they must complete the proper form and submit it to their center.

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Approved by Executive Director: 12/11/2003

Revised and Approved by School Directors 2/26/2010

Administrative Regulation:

1. In addition to taking disciplinary action at the school level, the School Director will report all illegal acts to the appropriate authorities.
2. All professional staff is expected to enforce discipline and direct students so that they will demonstrate appropriate behavior.
3. Discipline shall be administered when necessary to protect students, school employees, or property, and to maintain essential order and discipline.
4. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case:
 - a. Seriousness of the offense
 - b. Student's attitude.
 - c. Frequency of misconduct.
 - d. Potential effect of the misconduct on the school environment.
5. Personnel will use their professional judgment in determining which disciplinary action will be most effective in dealing with specific acts of student misconduct. Disciplinary actions apply equally to all students.
6. There should be immediate and consistent interventions by the center teacher of any behavior that disrupts orderly classroom procedures or operation of the center.
7. An Administrative report shall be issued for Level One, Level Two and Level Three violations.
8. Discipline shall be based on the seriousness of the infraction and specific intervention as prescribed below.

A. Acts of General Misconduct

- Including Such Behaviors as Student Failure To:

1. Demonstrate courtesy and respect even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend classes regularly and on time.
4. Be well groomed and dress appropriately.

5. Obey all campus and classroom rules.
6. Respect the rights and privileges of other students, of teachers and other staff.
7. Respect the property of others, including School property and facilities.
8. Cooperate with or assist the school staff in maintaining safety, order and discipline.
9. Behave in a manner, which would not impede the orderly center procedure or interrupt the orderly operation of the center.

A student who violates these or other school rules may be disciplined by one (1) or more options listed below:

B. Disciplinary Options for General Misconduct

1. Oral correction.
2. Cooling-off time or “time-out”.
3. Seating changes in the classroom.
4. Counseling by teachers, counselors, or administrative personnel.
5. Parent-teacher conferences.
6. Rewards or demerits.
7. Behavioral contracts with parents consent.
8. Withdrawal of privileges, such as participation in extracurricular.
9. School-assessed and school-administered suspension from classes, field trips and/or special event participation with parent notification.
10. Other strategies and consequences as specified by the Administration.
 - a. For these violations, the teacher is not required to make a violation report. Depending on the seriousness of the violation, the parent may or may not be notified. A verbal report should be made to the School Director for these violations.
 - b. A teacher may remove from the class a student who has been documented by the teacher to repeatedly interfere with the teacher’s ability to communicate effectively, with the students, or has disruptive or abusive behavior.
 - c. Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher and School Director.

LEVEL ONE: ADMINISTRATIVE INTERVENTION

A. Level One Acts of Misconduct include those student acts, which interfere with the orderly educational process in the classroom and/or the school. The disciplinary actions will depend on the offense, previous actions, and the seriousness of the misbehavior. Some infractions will result in a referral to the School Director.

B. PROCEDURES

1. Referral to School Director (with a completed Disciplinary Behavior Report).
2. School Director confers with student and/or teacher to establish appropriate action.
3. Teacher will be notified of the action taken.
4. Parent will be notified of the action taken depending on the severity of the situation.
5. Disciplinary Behavior Report is retained by the School Director.
6. Level One behavior violations and Discipline Options/Responses are not limited to those listed. Serious and/or repeated violations shall result in a more severe response and/or referral to Level Two.

C. LEVEL ONE ACTS OF MISCONDUCT INCLUDE SUCH BEHAVIOR AS:

1. Cheating or copying the work of another.
2. Leaving school grounds or school-sponsored events without permission.
3. Profanity, vulgar language, or obscene gestures.
4. Scuffling/horseplay.
5. Minor damage or vandalization of property owned by others.
6. Possessing any pocketknife.
7. Failing to comply with directives given by school personnel.
8. Name-calling, derogatory statements, or harassment that school officials have reason to believe will substantially disrupt the school program.
9. Possession or use of any legal, non-approved prescription or non-prescription drug, medicine, vitamins, or other chemicals.
10. Engaging in any misbehavior that gives school staff reasonable cause to believe that such conduct will substantially disrupt the school program.

11. Engaging in inappropriate physical conduct, (i.e. public display of affection).
12. Possessing or using matches or a lighter.
13. Possessing, smoking, or using tobacco products or any device used for smoking of tobacco or controlled substances.
14. Beepers, cellular telephones, electronic pagers, or any other similar types of communication systems that disrupt educational activity or are turned on without approval.
15. Walkman-type radios with headphones that teachers or students can hear and interferes with the learning environment.
16. Behaving in any way that disrupts the school environment or educational process.
17. Violating safety/center rules.
18. Violating dress and grooming standards.
19. Repeatedly violating other communicated campus or classroom standards of behavior.
20. Truancy
21. Gambling
22. Any other acts which interfere with the orderly educational process in the classroom and/or the school.

D. LEVEL ONE - DISCIPLINARY OPTIONS/RESPONSES:

1. Behavioral contracts (with parental conference).
2. Required School Director/student conference.
3. Parental conference.
4. Referral to outside agency or authority.
5. Suspension from center classes and/or extracurricular activities including, but not limited to, field trips/commencement exercises/award ceremonies.
6. Disciplinary reassignment such as reassignment of classes, or home-based instruction.
7. Police citation.
8. Student Success Team meeting.
9. Any other appropriate disciplinary actions determined by the School Director.

LEVEL TWO

A. Level Two acts include student misbehaviors, which seriously disrupt the orderly educational program in the center, and/or school related activities.

B. PROCEDURES

1. The School Director investigates the infraction(s) and confers with the teacher(s) or other authorities.
2. The School Director confers with the student and parent about the student's misconduct. The student is given an opportunity to explain his/her version of the incident.
3. Written notice of offense(s) and action taken are given to parent and teacher.
4. Appropriate disciplinary options are needed. (See Level ONE options.)

C. LEVEL TWO ACTS OF MISCONDUCT INCLUDE SUCH BEHAVIOR AS:

1. Involvement in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang.
2. Possessing stun guns, pellet guns, BB guns, or any device designed to expel a projectile.
3. Falsely activating a fire alarm.
4. Damaging or vandalizing property owned by others.
5. Possessing any knife, including a pocketknife.
6. Hazing.
7. Committing or assisting in a robbery or theft that does not constitute a felony according to the California Penal Code. (Felony robbery or theft offenses)
8. Sells, gives, or delivers to another person, or possesses drug paraphernalia.
9. Engaging in inappropriate physical or sexual conduct.
10. Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by work, gesture, or any other sexual conduct, including requests for sexual favors.
11. Gambling.
12. Engage in conduct punishable as a felony.
13. Engages in conduct that contains the elements of the offense of assault.

14. Sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana or a controlled substance or a dangerous drug.
15. Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
16. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
17. Engages in conduct that contains the elements of the offense of public lewdness.
18. Stealing from students, staff, or the school.
19. Ethical or racial slurs.
20. Acts to incite violence.

D. LEVEL TWO - DISCIPLINARY OPTIONS/RESPONSES:

1. School Director/teacher/parent/student conference.
2. Restitution or restoration, as applicable, for vandalizing to property.
3. Positive steps.
4. Expulsion from school.
5. Police citation.
6. Suspension from attending classes, field trips and/or special events for a period not to exceed a semester.
7. Any other appropriate disciplinary actions determined by the School Director.

LEVEL THREE: EXPULSION

- A.** Expulsion means removal of a student from the school. At the School's discretion, a student may be expelled for:
1. Criminal mischief, if punishable as a felony whether committed on or off school property, or at a school-related event.
 2. Serious or persistent misbehavior by a student who is already assigned to a disciplinary Alternative Education Program and continues to violate the School's Discipline Policy. The

School defines “persistent” as two or more violations of the Discipline Policy in general, or repeated occurrences of the same violation.

3. Serious offenses that include, but are not limited to, the following:
 - a. Assault of a teacher or other individual.
 - b. Retaliation against a school employee.
 - c. Murder, capital murder, or criminal attempt to commit murder.
 - d. Indecency with a child.
 - e. Kidnapping.
 - f. Arson.
 - g. Possession of a firearm, or live ammunition.
 - h. Possession of a prohibited knife.
 - i. Possession of a club.
 - j. Possession of a prohibited weapon.
 - k. The use, gift, sale, delivery, possession, or being under the influence of alcohol, marijuana, other controlled substances, dangerous drugs, or glue or volatile chemicals.
 - l. Engaging in conduct that constitutes criminal mischief.
 - m. Vandalism
 - n. Robbery or theft.
 - o. Extortion, coercion, or blackmail.
 - p. Hazing
 - q. Profanity, vulgar language, or obscene gestures directed toward teachers or other school employees.
 - r. Fighting, committing physical abuse, or threatening physical abuse.
 - s. Sexual harassment of a student or campus employee.
 - t. Possession of or conspiring to possess any explosive or explosive device.
 - u. Falsification of records, or tampering with school-related documents.
 - v. Possession or distribution of pornographic material.
 - w. Making or assisting in making threats, including threats against individuals and bomb threats.

x. Refusal to accept discipline management techniques proposed by the teacher or School Director.

4. In an emergency, the School Director or the School Director's Designee may order the immediate removal of a student when people or property is in imminent harm.

The School enforces zero tolerance for possession of firearms, illegal knives, or any other illegal weapon, and any conduct punishable as a felony.

A student shall be considered to be in possession of any substance or object prohibited or regulated by this Discipline Policy if the substance or object is:

1. On the student's person or in the student's personal property, including, but not limited to the student's clothing, purse, book bag, or briefcase.
2. In any school property used by the student including, but not limited to, a locker or desk.

Possession means actual care, custody, control, or management.

B. LEVEL THREE PROCEDURES:

1. The Administrator investigates the school infraction(s) and/or illegal act and confers with the student.
2. The investigating Building Administrator notifies parents or guardians, in writing, of the reasons for the proposed expulsion.
3. A school Administrator will act as a hearing officer and conduct a full hearing before a final decision to expel a student is made, unless the parent or guardian waives the hearing.
4. A parent may appeal the expulsion decision to the School Board.

C. LEVEL THREE DISCIPLINARY OPTIONS/RESPONSES:

1. Police citation.
2. Required administrator/parent/student conferences.
3. Expulsion.
4. Other viable options.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the School Director shall notify parents/guardians, in writing, about the rules related to discipline.

The School Director shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment into our school.

DISCIPLINE OF STUDENTS WITH DISABILITIES:

Students with disabilities are expected to exhibit appropriate conduct and are subject to the requirements of this Discipline Policy.

A student with disabilities is one who has been determined by an Admission, Review, and Dismissal (ARD) committee to have an eligible disability (auditorially disabled, autistic, deaf/blind, emotionally disturbed, learning disabled, mental retardation, orthopedic disability, other health impaired, developmentally delayed, speech disability, visually disabled, multiple disabilities, or traumatic brain injury), and is in need of special education and/or related services.

Misconduct by a student with disabilities results in the same disciplinary actions that would be imposed upon regular education students. The ARD (Admission Review Dismissal) committee will have developed a discipline management plan, which will be followed in administering discipline. If the Admission, Review, and Dismissal (ARD) committee developed a discipline management plan for a special education student, that plan will be contained on the Admission Review Dismissal/Individual Educational Plan (ARDIEP) Supplement: Discipline Plan form.

SUSPENSION

Students with disabilities may be suspended in the same manner as regular education students.

Procedures regarding suspension and the appeal of a suspension shall be the same as those for regular students. All reasonable efforts must be made to notify the parent of the behavior, suspension, and the decision.

If the disciplinary actions are implemented in accordance with the specifications in the Individual Educational Plan (IEP), the requirements for hearing procedures, including the hearing at the campus level, do not apply.

EMERGENCY REMOVAL

In an emergency, the School Director or Designee may order the immediate placement of a student when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

STUDENTS DISABLED UNDER SECTION 504:

A student previously disabled under Section 504 shall not be expelled unless the school first determines that the misbehavior is not a manifestation of the student's disability. The CARE team on each campus may make that determination. The CARE team must have available to it evaluation information that is current to afford an understanding of the student's current behavior. At a minimum, the CARE team shall include persons

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600: Instruction

Williams Uniform Complaint Procedures

Approved by Board of Directors:

Administrative Regulation:

A. Types of Complaints

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (5 CCR 4681, 4682)

1. Textbooks and instructional materials

- a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials, state or school adopted textbooks, or other required instructional materials to use in class.
- b. A student does not have access to textbooks or instructional materials to use at home or after school.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than twenty percent (20%) English learner students in the class.
- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one (1) semester course, a position to which a

single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (5 CCR 4682)

Beginning of the year or semester means the first day necessary to serve students enrolled with a single designated certificated employee assigned, but not later than twenty (20) working days after the first day to serve students for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (5 CCR 4600)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.

- b. A school restroom has not been cleaned, maintained, or kept open.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

Open restroom means, except as necessary for student safety or to make repairs, the school has kept all restrooms open or a sufficient number of restrooms open during school hours when students are in classes.

B. Filing of Complaint

1. A complaint alleging any condition(s) specified above shall be filed with the School Director of the school in which the complaint arises. (5 CCR 4680)
2. The School Director shall make all reasonable efforts to investigate any problem and shall remedy a valid complaint within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received.
3. Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the School Director shall report the resolution of the complaint to him/her within forty-five (45) working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. (5 CCR 4680)
4. When fifteen percent (15%) or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students shall be written in English and in the primary language. Any

response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

5. If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board at a regularly scheduled meeting. (5 CCR 4686)
6. For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described above, a complainant who is not satisfied with the resolution offered may file an appeal to the Superintendent of Public Instruction (SPI) within fifteen (15) days of receiving the response. The complainant shall comply with appeal requirements. (5 CCR 4632, 5 CCR 4687)
7. All complaints and written responses shall be public records. (5 CCR 4686)

C. Reports

1. The School Director shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (5 CCR 4686)

Forms and Notices

2. The School Director shall ensure that the complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes.
3. The School Director shall ensure that a notice is posted in each classroom in each school containing the components specified above.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

The following notice shall be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and home.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional.
3. There should be no teacher vacancies or misassignments.
4. To file a complaint regarding any of the above matters, forms can be obtained at the school office.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

This form contains the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents and may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail Address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course Title/Grade Level and Teacher Name: _____

Name of Room/Location of Facility: _____

Date Problem was Observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply: A complaint may contain more than one (1) allegation.)

1. Textbooks and instructional materials: (5 CCR 4681)

- A student, including an English learner, does not have standards-aligned textbooks or instructional materials, state or school adopted textbooks, or other required instructional materials to use in class.
- A student does not have access to instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each student.

- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (5 CCR 4681)

- A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20% English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (5 CCR 4683)

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.
- A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint as specified below:

School Director

School Name

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

Name

Signature

Date

Legal Reference:

CODE OF REGULATIONS, TITLE 5

4600-4671 Uniform complaint procedures, especially:

4680-4687 Williams complaints

The Family Educational Rights and Privacy Act
(FERPA)

(20 U.S.C. § 1232g; 34 CFR Part 99)

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies and/or
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

Administrative Regulation:

A. The rights of parents/guardians of school students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled.

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and Administrative Regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the School Director/designee shall arrange for parental observation of a class or activity in a reasonable time frame.

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the School Director/designee of the school in which their child is enrolled.
3. Under the supervision of school employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests.
6. To have a school environment for their child that is safe and supportive of learning.
7. To examine the curriculum materials of the class(es) in which their child is enrolled.

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments, including textbooks, teacher's manuals, films, tapes and software. The school may charge an amount not to exceed the cost of duplication.

8. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
9. To have access to the school records of their child.
10. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.

11. To be informed in advance about school rules, attendance policies, dress codes and procedures for visiting the school.
 12. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
 13. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan.
 14. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.
 15. To question anything in their child record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- B.** The School Director/designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.
- C.** The School Director/designee shall ensure that school staff understands the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.
- D.** In addition, the School Director/designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled.
- E.** The School Director/designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.
- F.** School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse.
- G.** Parent Responsibilities as stated in the Acknowledgement of Responsibilities:
- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the Teacher.
 - I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child.
 - I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all materials must be returned to the school upon proper notice.
 - If I become aware that special or extenuating circumstances will prohibit my student from turning in the assigned work by the due date, I will contact the Teacher prior to the due date to make alternative arrangements.
 - I understand that it is my responsibility to provide any needed transportation for all educational services offered by the school.
 - I understand that CORE, like other California public schools, is required to assess students using the tests required by the Standardized Testing and Reporting Program (STAR), and agree that I will bring my student to the testing in the Spring.

Administrative Regulation:

- A.** The Executive Director/designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.
- B.** 1. The Executive Director/designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services.

2. Identification procedures shall be coordinated with school procedures for referral of students with needs that cannot be met with modifications to the regular instructional program.
- C.** The Executive Director/designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including procedures to identify individuals who need special education services.

Referrals for Special Education Services

- A.** Before the initial provision of special education and related services to a student with a disability, the school shall conduct a full and individual initial evaluation of the student.
- B.** Within fifteen (15) days of the referral of any student for special education and related services, the school shall develop a proposed evaluation plan, unless the parent/guardian agrees in writing to an extension.
- C.** The proposed evaluation plan shall meet all of the following requirements:
 - 1. Be in a language easily understood by the general public
 - 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
 - 3. Explain the types of evaluation to be conducted
 - 4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent
- D.** Prior to conducting an initial evaluation, the school shall provide the parent/guardian with prior written notice.

Parent/Guardian Consent for Evaluations

- A.** Upon receiving the proposed evaluation plan, the parent/guardian shall have at least fifteen (15) days to decide whether or not to consent to the initial evaluation. The school shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services.
- B.** *Informed parental consent* means that the parent/guardian: (34 CFR 300.9)
 - 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
 - 2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
 - 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
 - 4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)
- C.** The school shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student and maintain a record of its attempts to obtain consent:
- D.** If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the school may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures.
- E.** For a student who is a ward of the state and not residing with his/her parent/guardian, the school may conduct an initial evaluation without obtaining informed consent.
- F.** The school need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300)

Conduct of the Evaluation

- A.** The school shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within sixty (60) days of receiving informed parent/guardian consent for the evaluation.
- B.** The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the school, county office of education, or special education local plan area (SELPA).
- C.** The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

- D.** 1. In conducting the evaluation, the school shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student.
 - 2. The school shall also use any information provided by the parent/guardian that may assist in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum.
- E.** 1. The school's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student.
 - 2. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
- F.** The school shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs.
- G.** 1. Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
 - 2. The school shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.
- H.** As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals, shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers.
- I.** On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine:
 - 1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
 - 2. The present levels of academic achievement and related developmental needs of the student
 - 3. Whether the student needs, or continues to need, special education and related services
 - 4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

Eligibility Determination

- A.** 1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the child is a student with a disability and the student's educational needs.

2. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.
- B.** The personnel who evaluate the student shall prepare a written report of the results of each evaluation to include, but not be limited to, the following:
1. Whether the student may need special education and related services
 2. The basis for making the determination
 3. The relevant behavior noted during the observation of the student in an appropriate setting
- C.** If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed sixty (60) days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five (5) school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension.

Independent Educational Evaluation

- A.** 1. The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria used for a school initiated evaluation.
2. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the school.
 3. *Public expense* means the school either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.
- B.** The parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the school conducts an evaluation with which the parent/guardian disagrees.
- C.** Upon receiving the request for an independent educational evaluation, the school shall, without unnecessary delay, either:
1. File a due process complaint to request a hearing to show that its evaluation is appropriate
 2. Ensure that an independent evaluation is provided at public expense, unless the school can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the school's criteria
- D.** If a due process hearing decision determines that the school's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense.
- E.** The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered if it meets school criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint.

Reevaluation

- A.** A reevaluation shall be conducted when the school determines that the educational or related services needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation.
- B.** The school shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures.
- C.**
 1. Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services.
 2. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children.

What Parents Should Expect from Their Teacher

The role of the Personalized Learning Teacher is to offer support and guidance to parents who accept primary responsibility for the education of their children.

Meets with the student and parent every 5 to 25 school days.

- Determines location of meeting with parent, which may be held at parent's home providing certain conditions are met
- May not meet alone with any student unless the meeting occurs in a public place
- Calls if they are going to be more than 15 minutes late or if needing to cancel

- Assesses the student's current levels as needed

- Verifies student attendance by reviewing completed assignments

- Explains the choices available through C.O.R.E.:
 - Curriculum choices
 - Educational Resource Center class options
 - Vendor Course Instructor options in the appropriate area
 - Diploma options and graduation requirements
 - Parent training opportunities
 - Field trips

- Advises on curriculum, classes in the community and makes VCI requests for student/parent
 - Makes school catalogue available to student and family
 - Arranges to deliver materials to the family when they arrive
 - Follows up on any parent concerns

- Answers a family's questions, via phone or email, as they arise
 - Notes and researches questions the family may have regarding their child's educational program

- Keeps current with school policies and procedures and notifies students and families of any changes that affect them

- Provides a liaison between other certificated staff, i.e. HS Counselor, Special Ed Director, and Tech Coach

What Teachers Should Expect from their Parents

- Voluntarily participation in this Personalized Learning/independent study program and to have read and understood the terms of the Master Agreement.
- Meet on a scheduled basis with Teacher every 5 to 25 days, as agreed. If you must reschedule call in advance.
 - Location of meeting may be at parent's home, providing the location isn't too remote and is agreeable to the teacher
 - Teacher may not meet alone with any student unless the meeting occurs in a public place
- Call in advance if meetings need to be cancelled for any reason or if you're going to be more than 15 minutes late.
- Daily monitoring and involvement in the student's learning/ assignments.
- Bring ALL work corrected and graded in red ink unless previously agreed to by teacher and parent. If a meeting is missed or assignments missing the teacher MUST issue a Missing Assignment Danger of Failing Report
- Call the local center to sign up for classes. Let your teacher know which classes your student will attend.
- Read monthly newsletter and use the school website, www.coretca or www.corebutte for additional resources
- Consistent communication when problems or issues arise.
- Participate in State required testing such as STAR and other mandated tests.
- Acknowledge that all learning resources used, print, non-print, technology, etc., are the property of the school and all material must be returned to the school upon proper notice.



(CAHSEE) California High School Exit Examination 2010–11

(CAHSEE) California High School Exit Examination 2010 - 2011 Notice to Parents and Guardians

All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local graduation requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for eligible students with disabilities, meeting the exemption requirements pursuant to *Education Code* Section 60852.3, or receiving a local waiver pursuant to *Education Code* Section 60851(c). All students, including English learners and students with disabilities, must take the CAHSEE for the first time in grade ten. Students who do not pass the exam in tenth grade will have additional opportunities in grades eleven and twelve to retake the part(s) not passed.

What the CAHSEE Covers

The exam consists of two parts: (1) English-language arts (reading and writing) and (2) mathematics. All questions are aligned to California content standards adopted by the State Board of Education. Content standards describe what students should know and be able to do at each grade level from kindergarten through grade twelve. We can provide you with information on the content standards assessed by the CAHSEE, or you can download the CAHSEE test blueprints located on the Internet at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

Requirements for Passing the CAHSEE

Students must earn a score of 350 or higher on each part of the CAHSEE (English-language arts and mathematics) to pass the exam. Students do not need to pass both parts of the exam during the same administration in order to satisfy the CAHSEE requirement.

Accommodations and Modifications for Students with Disabilities

The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's individualized education program (IEP) or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed the examination. Eligible students with disabilities who wish to meet the CAHSEE requirement by passing the examination and have earned the equivalent of a passing score while taking the CAHSEE with a modification, can apply for a waiver from their local school board if they choose. (The waiver option is still in effect, however the exemption under EC Section 60852.3 eliminates the need for the waiver for students who are eligible for the exemption.)

Test Variations for English Learners

English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code* Section 60852). During this time, they are still required to take the CAHSEE. All students must pass the CAHSEE in English to receive their high school diploma.

Graduation Requirements

All California public school students must satisfy the CAHSEE requirement, in addition to meeting all other state and local graduation requirements, to receive their high school diploma. Students with disabilities and English learners must also satisfy the CAHSEE requirement.

Testing Dates

Students in grade 10 are required to take the CAHSEE during the February 1st and 2nd, 2011 census administration. A make-up administration will be given on May 10 and 11, 2011 for students who are absent from the February test dates.

Grade eleven students who have not passed one or both parts of the CAHSEE will be offered the exam two times during the 2010/2011 school year.

Grade twelve students who have not passed one or both parts of the CAHSEE will be offered the exam a minimum of three times during the 2010/2011 school year.

For More Information...

For the latest information regarding the CAHSEE, please visit the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>. If you have any further questions about the CAHSEE, please contact our school office during regular school hours at 866-267-3822.



STAR

Dear Parents or Guardians:

This spring, your student, along with public school students throughout California, will participate in the Standardized Testing and Reporting (STAR) Program. All students in grades two through eleven will take the California Standards Tests (**CSTs**). These tests measure how well students are achieving California content standards for each subject area tested. In addition, students in grades four and seven will take the California Writing Standards Test as part of the CST in English-language arts.

The **CMA** is a new grade-level assessment for students who have an individualized education program (IEP), are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student's IEP. The purpose of the CMA tests is to allow students with disabilities greater access to demonstrate their achievement of the California content standards in English–language arts (ELA), mathematics, and science. Eligible students in grades four and seven also complete a writing assessment—the CMA for Writing—as a part of the CMA for ELA. Students in grades three through eight may take one or more of the CMA tests if they:

- * Have an IEP that specifies that they take the CMA for one or more subject; and
- * Scored below basic or far below basic in a previous year on the CSTs for any subject and may have taken the CSTs with modifications (these students may take one or all of the grade-level CMA tests); and
- * Are not eligible to take the California Alternate Performance Assessment (CAPA).

The Standards-based Tests in Spanish are multiple-choice tests that are required for Spanish-speaking English learners. The **STS** will be administered to students in grades two through eleven in the current year, and to students who meet the criteria for taking the end-of-course Algebra I and Geometry tests. Items on these tests are developed by bilingual, biliterate California educators and test developers and are written specifically to assess students' achievement of California's content standards in

reading/language arts (RLA) and mathematics. The STS consists of multiple-choice tests for Spanish-speaking English learners in grades two through eleven (in 2009) who:

- * Will have been enrolled in a school in the United States less than 12 cumulative (not consecutive) months on the first day of testing; or

- * Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States.

At the option of the school district, schools may also test Spanish-speaking English learners who will have been in school in the United States 12 cumulative (not consecutive) months or more who are not receiving instruction in Spanish. English learners in grades two through eleven should not take the STS if they are:

- * Designated EO (English-only)
- * Designated initially fluent English proficient (I-FEP)
- * Reclassified fluent English proficient (R-FEP)
- * English learners whose primary language is not Spanish
- * Students in dual immersion classes who do not meet the inclusion criteria described above

Students who take the STS are required to also take the CSTs and/or CMA appropriate to their grade level.

The **CAPA** is given to students with significant cognitive disabilities whose disabilities prevent them from taking either the California Standards Tests with accommodations or modifications or the California Modified Assessment with accommodations. This test is based on selected state content standards in English-language arts and mathematics.

Results of the STAR Program tests provide valuable information about the academic achievement of all students. It is important, therefore, that students do their best on those tests. On testing days, please make sure your student attends school, gets a good night's rest, and has a healthy breakfast.

Test results for the CSTs will be sent to each student's home address on one STAR Student Report within 20 days after the school district receives the reports. The CAPA, CMA, or STS results will each be sent in a separate report. Individual results are confidential and will be shared only with parents or guardians and the student's teacher(s). Please keep these reports to use when talking to teacher(s) about ways to support your student's learning.

Contact **866-267-3822** during regular school hours if you have questions about the STAR Program or the testing schedule.

CORE Schools
650 Gold Flat Road, #A
Nevada City, CA 95959

CALIFORNIA SCHOLARSHIP FEDERATION COMES TO CAMPTONVILLE!

ATTENTION: SOPHOMORES, JUNIORS, AND SENIORS

The California Scholarship Federation (known as CSF) is a statewide organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. Qualifying for membership is on a semester basis following a point system that requires A's and B's in the most difficult classes. To become a lifetime member (Seal bearer) students must have qualified for four semesters during their last three years of high school, including one semester in the senior year. At graduation lifetime members receive a special seal on their diploma, a certificate, and gold cords to be worn at the ceremony.

C.O.R.E. is now part of the **CSF** and students have the opportunity to become members of the California state honor society opening the door for several scholarships! CSF offers members the chance to earn an important item for their resumes, as well as participating in community service activities. (The motto of CSF is "Scholarship For Service.")

If you are interested, contact the HS Counseling Dept. Applications must be filled out and returned to HS Counseling by **the end of semester one**. Late applications cannot be accepted, according to state rules. Students will be notified of their qualification shortly after the deadline. Activities and projects to members will be communicated through e-mail.

*** Interested students please note that you must apply **every semester**. Don't assume that your grades will automatically qualify you. Also, since we are just beginning our membership, each interested student must go back and fill out a **separate** application for each previous semester's grades. After this semester, you will only have to fill out an application for your current semester. If you have any questions about the program or what is required to qualify, please contact the HS Counselor at your learning center.