



# A CA Gold Ribbon Personalized Learning Charter School

## Parent / Student Handbook

### Motto

*Personalizing Education for Student Success*

### Vision

**Every person has the ability to learn and succeed given the right tools and supports.**

### 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

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**CORE BUTTE CHARTER SCHOOL**

[WWW.COREBUTTE.ORG](http://WWW.COREBUTTE.ORG)

**BUTTE COUNTY**

## *Administrative Offices*

2947 Notre Dame Blvd, Bldg. 25  
Chico, CA 95928  
(530) 809-4152  
(530) 636-4090 Fax  
Mary Cox, Executive Director

## *TK-8 Home Study Chico Enrichment Center*

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Linda Scherba, TK-8 School Director  
Konnie Barker, TK-8 Assistant Director

## *CORE Butte High School Program and 9-12 Home Study Enrichment Center*

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Chico, CA 95928  
(530) 894-3952  
Matt Harvey, High School Director

## *CORE Butte Gymnasium, Field, and Athletic Facilities*

2871 Notre Dame Blvd  
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(530) 894-3952  
Frank Koons, Athletic Director

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## TABLE OF CONTENTS

<b>STUDENT ENROLLMENT</b>	<b>5</b>
ADMISSION	5
ENROLLMENT FORMS	5
PERSONALIZED LEARNING OPTIONS THROUGH CORE BUTTE CHARTER SCHOOL	6
<i>PERSONALIZED LEARNING TEACHERS:</i>	6
<i>DURING MEETINGS, PERSONALIZED LEARNING TEACHERS</i>	7
ATTENDANCE	8
STUDENT ASSIGNMENT AND LEARNING RECORDS	8
<b>WHAT PARENTS SHOULD EXPECT FROM THEIR TEACHER</b>	<b>9</b>
<b>WHAT TEACHERS SHOULD EXPECT FROM PARENTS</b>	<b>10</b>
<b>CODE OF CONDUCT</b>	<b>12</b>
HONOR CODE	12
<i>HONOR CODE PLEDGE</i>	12
<i>EXPLANATION OF THE HONOR CODE</i>	12
PROCEDURES / SANCTIONS FOR HONOR CODE VIOLATIONS	12
<b>EDUCATIONAL RESOURCE / LEARNING ENRICHMENT CENTERS</b>	<b>13</b>
CENTER USE	14
<b>TECHNOLOGY &amp; INTERNET USE AGREEMENT</b>	<b>14</b>
SCHOOL EMAIL AND SOFTWARE ACCOUNTS	15
TERMS AND CONDITIONS (FOR EDUCATIONAL COMPUTER USE AND INTERNET PRIVILEGES)	15
<i>ACCEPTABLE USES OF TECHNOLOGY</i>	15
<i>PROHIBITED USES OF TECHNOLOGY</i>	15
<i>SECURITY</i>	16
<i>VANDALISM</i>	16
<i>RESTITUTION AND CONSEQUENCES OF CONTRACT VIOLATION</i>	16
<i>PRIVILEGES AND CONSEQUENCES</i>	17
<i>INDEMNIFICATION</i>	17
<i>DURATION OF AGREEMENT</i>	17
<b>TESTING AND ASSESSMENT</b>	<b>17</b>
CAASPP	17
<i>CALIFORNIA'S STATEWIDE TESTING SYSTEM</i>	18
<i>COMMON CORE STATE STANDARDS</i>	18
<i>TEST FORMATS</i>	18
<i>TESTING WINDOWS</i>	18
<i>STUDENT PARTICIPATION</i>	18
CAHSEE NOTIFICATION	19
CHSPE NOTIFICATION	19
EVALUATION AND GRADING	19
<b>COMMUNITY SERVICE</b>	<b>19</b>
<b>MATERIALS</b>	<b>20</b>
NATURE OF MATERIALS: CHARTER SCHOOLS AND RELIGIOUS INSTRUCTION	20
EDUCATIONAL MATERIALS	20
<b>EDUCATIONAL UNITS (EU) GUIDELINES</b>	<b>21</b>

THE EU BUDGET	21
<i>WITHDRAWAL FROM VENDOR COURSE INSTRUCTION CLASSES</i>	21
<i>VENDOR GUIDELINES</i>	22
EMR BUDGET	22
<i>DISAPPROVED ITEMS</i>	23
<b>HIGH SCHOOL INFORMATION</b>	<b>23</b>
GRADUATION / UC & CSU ADMISSION REQUIREMENTS	23
<i>CATEGORY FULFILLMENT OF CTE COURSES</i>	24
CAL GRANT GPA SUBMISSIONS	25
COLLEGE CLASSES	26
GRADUATION REQUIREMENTS	27
<b>IMPORTANT GENERAL INFORMATION</b>	<b>28</b>
<b>INSURANCE</b>	<b>28</b>
<b>IMPORTANT SCHOOL POLICIES &amp; DISCLOSURES</b>	<b>28</b>
ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS	28
<i>PHYSICIAN'S RECOMMENDATIONS FOR MEDICATION FORM</i>	32
BULLYING PREVENTION AND CONFLICT RESOLUTION	34
DRESS CODE: TK-8 <sup>TH</sup> GRADE	36
DRESS CODE: HIGH SCHOOL	37
OPEN CAMPUS	38
DISCIPLINE: GENERAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES	39
UNIFORM COMPLAINT PROCEDURES	46
<i>UNIFORM COMPLAINT FORM</i>	51
WILLIAMS UNIFORM COMPLAINT PROCEDURES	54
<i>NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS:</i>	55
<i>COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES</i>	56
<i>THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)</i>	58
PARENT RIGHTS & RESPONSIBILITIES	59
SPED/SECTION 504	60
ONLINE LEARNING	65
PARENT INVOLVEMENT	65
SPORTS ELIGIBILITY & SAFETY	67
REPEATED COURSEWORK	68
CREDIT FOR A REPEATED COURSE	68
COURSES: ACADEMIC CONTENT	69
COURSES: ACADEMIC CONTENT	69
SUICIDE PREVENTION	70
<b>CALIFORNIA SCHOLARSHIP FEDERATION</b>	<b>75</b>
<b>ENROLLMENT COMPACT</b>	<b>77</b>
<b>ACTIVITIES ELIGIBILITY PACKET</b>	<b>78</b>
ASSUMPTION OF RISK / DRUG, ALCOHOL, & STEROID BAN / INSURANCE / PHYSICAL	78
CODE OF CONDUCT	83
PRE-PARTICIPATION PHYSICAL EVALUATION	85
PARENT CONSENT FORM	2
WAIVER AND HOLD HARMLESS	3
PARENT'S OR GUARDIAN'S PERMISSION FOR FIELD TRIP AND AUTHORIZATION FOR MEDICAL CARE	4
AGREEMENT FOR VOLUNTARY ACTIVITY PARTICIPATION AND AUTHORIZATION FOR MEDICAL CARE	5
AGREEMENT FOR ADULT PARTICIPATION IN VOLUNTARY ACTIVITY AND AUTHORIZATION FOR EMERGENCY MEDICAL CARE	6



CORE Butte Charter School will not discriminate in its programs, admission policies, employment practices or all other operations as provided for in the California State Constitution, Article IX Section 8 and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, disability, military, veteran, victim of stalking, or basis of any other protected class. Please contact the school's Title IX coordinator, Mary Cox, 2847 Notre Dame Blvd, Chico, CA 95928, 530-809-4152, with any concerns.

## STUDENT ENROLLMENT

### Admission

- CORE Butte Charter School is a TK – 12 public school that offers an alternative homeschool education. As such, we encourage families to review our enrollment compact outlining independent study expectations. CORE will admit any student provided students meet California State residency requirements and are at least five years old by the state deadline of the year in which he or she enrolls and is not older than 19 years of age at the time of enrollment but who may be 22 years of age if he or she has been continuously enrolled in a California school and is making reasonable progress toward graduation. Students who will have their fifth birthday after the state deadline but prior to December 2nd may enroll in an optional two year transitional kindergarten program. Students who will have the fifth birthday after December 2nd, but prior to March 1st, may enroll on or after their fifth birthday once assessed for kindergarten readiness. Students who do so must enroll as a kindergartener in the subsequent fall term in order to complete the requirements for a complete kindergarten academic year.
- Students enrolled are in a Personalized Learning program that follows state regulations for compliance with Independent Study. Students must be able to work independently.
- 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 be desirable, parents and students attend an orientation and a welcome meeting with a CORE teacher and administrator/designee in order to ensure student success in our school. **By choosing to enroll their children 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, military, veteran, victim of stalking, or basis of any other protected class and/or Association with individuals with one (1) or more of the above characteristics.

### Enrollment Forms

CORE welcomes all students and does not discriminate in its programs, admission policies, employment practices, or all other operations. CORE's Enrollment Registrar works as a liaison to help families through the enrollment process. During enrollment, you may be asked to provide documentation to verify information the school needs to provide to the California Department of Education. If a requested form is not applicable or available, CORE's enrollment liaison will help you with an alternative means of verification.

- Enrollment Compact
- Student Registration, Demographic and Emergency Information

- Proof of age: Birth Certificate / Passport / or Other Approved Means
- Medical Immunization Record or signed appropriate Exemption Waiver
- Kindergarten Health Form and/or Oral Health Assessment Form
- Tdap immunization for incoming 7th -12th grader
- Proof of Residency within the school's program boundaries – N/A for homeless youth
- National School Lunch Program form
- Technology Use Agreement
- 8th grade report card and High School Transcripts (8th -12th grade enrollments)
- Special Education IEP / 504 documents (when applicable)

*\* Undocumented and non-citizen or permanent-resident parents should not fear that applying on behalf of their children or dependents will result in deportation or other immigration-related actions.*

### **Personalized Learning Options Through CORE Butte Charter School**

CORE Butte Charter School offers support classes for our Personalized Learning Program at three sites in Chico and Paradise.

The roots of our program reside in the **TK-12 Home Study program** which is now supported in Chico by a combined TK-12 learning campus. CORE's home study programs offer an hour or more per week support for some elective and academic subjects, while the parents provide the daily academic instruction for all subjects. Personalized Learning Teachers work with the parents to select state standards aligned curriculum, assignments, and assessments. Work is completed by the student every academic day of the school year, under the supervision of the parent. Field trips, tutoring, and classes in the community are coordinated by the parent and teacher to accommodate the student's best learning schedule. A budget is put in place to allow all students access to these academic supports.

**CORE Butte High School (CBHS)** offers both a traditional home study program and a college-model program. The high school learning center is located on the TK-12 learning campus on Notre Dame Boulevard. CORE's college-model program was designed as a hybrid model. This program allows students to attend three or more classes per week on site. This model provides academic instruction delivered by education professionals two or three days per week. The parent is still very involved in supervising and correcting homework, participating in meetings regularly with the teacher and student, and becoming engaged with the overall high school program. CBHS also provides a small high school culture for students that is safe, promotes responsibility, and offers many opportunities. Our sports program includes volleyball, basketball, track and golf. Other sports are planned for the future. The ASB (Associated Student Body) sponsors community events, dances and a prom. The program is designed to offer both flexibility and stability. High school students are offered a number of academic support and enrichment classes. Junior college concurrent enrollment, online curricula, and community instruction are all attractive components of our high school program.

**The role of the Personalized Learning Teacher (PLT) who serves 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 student, who chooses a combination of Independent Study and Learning Center instruction classes, is responsible for accountability, documentation, guidance and oversight of the student's educational program.**

#### **PERSONALIZED LEARNING TEACHERS:**

- Discuss enrollment with CORE School Administrator, if applicable

- Discuss enrollment with Special Education Administrator, if applicable
- If applicable, 504 or EL students notify appropriate administrator
- Assist the family in completing all the enrollment forms
- Issue a Parent/Student handbook or direct attention to an electronic version
- Assess the student's current levels
- Advise on curriculum offerings from the CORE Butte catalogues and library and make Vendor Course Instructor (VCI) orders for student/parent
- Answer a family's questions as they arise
- Serve as a liaison between the family and the CORE Administration, Staff, Learning Center Instructors and Vendor Course Instructors in addition to other community resources
- Provide direct instruction through classes offered at local Educational Resource Centers
- Provide 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, 504, Language Development Team (LDT), or Student Study Team (SST) meetings of students whom they teach or supervise
- Verify student attendance records
- Verify completion of assignments, student learning, and document work completed in Assignment and Work Record
- Collect and approve sample work from each subject area

**DURING MEETINGS, PERSONALIZED LEARNING TEACHERS:**

- Determine, together with the parent and student, assignments and learning goals to be accomplished during the learning period.
- Discuss the following as needed:
  - Curriculum choices
  - Diploma options and graduation requirements
  - 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)
- Ensures that the personalized program continues to meet the student's academic needs.
- Make recommendations for and ensure appropriate resources and curricula
- Make the CORE catalogues available to student and family
- Provide assistance in how to record daily learning
- Note and research questions the family may have regarding the child's educational program



- Act as a liaison between other certificated staff, i.e. High School Counselor, Special Ed Coordinator and Technology Specialist
- Meet with the student and parent face to face at least once every 30 days to:
  - Record learning content
  - Obtain completed work and logs
  - Assess student progress
  - Make changes to Student Assignment and Learning Record as needed
  - Deliver educational materials and make recommendations to their use
  - Notify parents and students of school related governance meetings, events and activities

## **Attendance**

Attendance is taken according to the California Education code for Independent Study. This model of education requires that the parent or legal guardian act as primary educator with the assistance of the credentialed teacher.

- At the meetings, the teacher will verify that the student completed work each day and complete the Student Learning Log (Contemporaneous record).
- The teacher issues assignments to be completed during the next learning period.
- Attendance can be claimed only for work completed.
- A Compact Violation / Missing Assignment Report will be issued if the agreed upon work is not completed.
- A Compact Violation / Missing Assignment Report may be issued for a missed meeting, missed homework from a home study or learning center class, missed IEP tutoring sessions, homework that is not graded, or lack of communication with the Personalized Learning Teacher

It is the responsibility of the credentialed teacher to establish whether or not the amount of work a student completed, or the amount of knowledge he or she gained, substantiates the days of attendance claimed. If, in his/her professional judgment, a teacher thinks the student has not engaged in the learning process well enough to warrant the claim of attendance, it is his/her responsibility to subtract days from the attendance, issue a Compact Violation / Missing Assignment Report (CV/MAR), and begin the truancy process, which may result in the student's dis-enrollment.

**Please note:** Incomplete work or other violation of the Enrollment Compact may result in a Compact Violation/Missing Assignment Report, indicating that independent study may not be the appropriate setting for student success. A meeting with the parent/teacher/student or a Student Success Team conference will take place, and a plan will be established to ensure that the compact is fulfilled. The student will be monitored on a weekly basis from that point. If the agreed upon work is not complete, or a recurrence of the compact violation takes place, a second CV/MAR is issued. If a third CV/MAR is issued, a letter from the administration will follow, and 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 location.**

## **Student Assignment and Learning Records**

### **Personalized Learning/Independent Study:**

- Students/Parents and teacher may meet weekly, or at the very least face to face once every 30 days to review and/or document the learning that has occurred in each curricular area delineated in the student's Student

Assignment and Work Record. These regular meetings provide an opportunity for the parent and student to ask questions and for the teacher to share 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 learning records 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 will also document the content of that learning by defining concepts for the student's Student Assignment and Work Records and California state standards.
- 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 Work Record. Learning Center Instructors and VCIs should be in close contact with the teacher to provide summaries of the content being covered in their classes. They should also alert the teacher and parent to any concerns that may arise with the student.

## CORE COURSE EXPECTATIONS - ACCESS TO A HIGHLY QUALIFIED TEACHER

- In order to improve instruction for all students CORE Butte Charter School may provide an additional instructor to ensure students have a "Highly Qualified" teacher in all core subject areas.
- All students have access to "Highly Qualified" (HQ) teachers in all subject matters, regardless of whether an HQ teacher is directly assigned to the student. If a student requests an HQ to answer questions and explain content, one will be assigned.
- The highly qualified teacher will be available to answer questions, explain assignments, and/or provide feedback.
- Personalized learning teachers will ensure that all a-g students are assessed to ensure mastery of the content standards. Acceptable assessments include, but are not limited to, tests, essays, projects, research papers, presentations and exams. All a-g courses must require a final exam or a significant final project. Major assessments must be proctored by a CORE Butte staff member or tutor.
- Parents/guardians have taken on the responsibility of providing instruction, including providing dynamic opportunities for learning, correcting work, monitoring progress, and assessing students regularly.
- Together, the highly qualified teacher, personalized learning teacher, and parent/guardian will comprise an ideal educational team providing the best opportunity for student success.

### **The main purposes of a completed Student Assignment and Work Record are to:**

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

## **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 at minimum, face to face once every 30 days.
  - Determines location of meeting with parent, 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 CORE:
  - 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 staff, i.e. High School Counselor, Special Education Director, Technology Specialist

### **What Teachers Should Expect from 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 as agreed, at a minimum, face to face once every 30 days. If you must reschedule call in advance.
- 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 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

- Utilize the Student Portal to request class registrations anytime before the second week of classes. After classes have started, asks Personalized Learning Teacher to complete an add/drop form for any class requests.
- In a timely fashion, requests Personalized Learning Teacher to complete add/drop form if student will not be attending learning center classes on a regular basis, so that other students may be accommodated.
- Read monthly newsletter and use the school website, [www.corebutte.org](http://www.corebutte.org) for additional resources
- Consistent communication when problems or issues arise.
- Attend parent training sessions as offered and applicable
- Participate in State required testing 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.

## CODE OF CONDUCT

### Honor Code

The honor code dates back as far as 1779 and was first established at The College of William and Mary at the directive of Thomas Jefferson. An honor code is a set of rules and ideals that express the school's principles and standards. Focused mainly, but not solely, on academic honesty, an honor code allows for a standard that students can hold to when attending CORE. The Honor Code will articulate the interest to the school community in maintaining our high standards. The goal of CORE is to help every student reach his or her highest potential.

### HONOR CODE PLEDGE

As a CORE student, I pledge to be a person of integrity. I will not give or receive unapproved assistance in any academic exercise. I will commit myself to honesty, respect, responsibility, and trust.

### EXPLANATION OF THE HONOR CODE

Responsibility, respect for self and others, regard for the welfare of the community, pride in accomplishments, and the rights of everyone, involve each of us being persons of integrity whose actions demonstrate the honor code commitment.

Any actions, whether intentional or unintentional, which disregard honesty, diminish the integrity of both the individual and the community go against the established honor code. Moreover, such actions do not give the teacher the opportunity to evaluate the student fairly or offer assistance when it is needed. They also deprive the student of a valid learning experience, which is crucial to educating the whole person. While a member of the CORE community, each student is expected to conduct himself/herself with integrity and to uphold the Honor Code. Though not exhaustive, the following represent examples of actions which may violate the Honor Code:

1. **Cheating:** Copying work or giving your own work to another; unauthorized use of study aids or collaboration during testing; obtaining or distributing copies of testing materials; giving or receiving information regarding a test before, during, or after the test.
2. **Plagiarism:** Representing others' ideas or expressions, whether published or unpublished, as your own without proper citation of credit.
3. **Falsifying data/ citations:** Buying, selling, giving, or receiving term papers, notebooks, or the like, from any source, including the Internet.
4. Fabricating academic documentation (e.g., letters of reference).

5. **Abuse of Media Center privileges:** Defacing books or other library materials; failing to return overdue books, thus depriving others of their use.
6. Purposeful destruction, theft, or misuse of electronic media (computer hardware or software).
7. **Lying to an administrator or teacher** during investigations of academic dishonesty.

### **Procedures / Sanctions for Honor Code Violations**

With regard to issues concerning the Honor Code, the teacher will initially speak with the student to ascertain the facts. The details of this conversation, as well as the facts which are discussed, will be reported using the Incident Report form. All materials pertinent to the situation will be given to the Administrator in charge. The Administrator will meet with the student to make a determination regarding the upholding of the Honor Code Pledge.

While a student at CORE, in cases where it is determined that a student has violated the Honor Code, the following will apply:

1. Upon a first offense, the student receives a zero on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code.
2. Upon a second offense, the student receives a zero on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code. The student must relinquish any/all leadership positions (e.g., class or club officer, athletic captain, etc.) for a period of one calendar year from the date of the second offense.
3. Upon a third offense, students will be asked to withdraw from the program.

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.

The Educational Resource Centers (learning/enrichment center) are designed to support ALL students enrolled at **CORE Butte**. 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 a place for teacher/parent meetings, teacher collaboration, and extracurricular activities. The Centers are staffed by a combination of certificated and classified staff and utilized by a variety of credentialed professionals.

CORE provides many enrichment classes at the Resource Centers. These classes are available to all age groups. Center class schedules are available online.

- All students are eligible to attend the centers as is appropriate to their personalized program.
- A fair and legal system for admitting students to center enrichment classes has been established and implemented.

### **Center Use**

CORE Butte Charter School is a non-classroom based school and as such, has an open campus for grades two through twelve. Please promptly collect your transitional kindergarten through first grade students from their classroom at the scheduled end of their class time so as not to interfere with the subsequent class.

Prompt drop-off before and pick-up after enrichment classes and activities is required. See Open Campus Policy in the policy section.

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

- Direct parent supervision
- Supervision by teacher

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, class assignments, or other educational activities

Students are 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.

## **Technology & Internet Use Agreement**

CORE is pleased to integrate technology into a personalized learning program. To achieve success CORE is offering the use of Computers, iPads, other peripherals and the Internet as a means of enriching current educational goals, and reaching technological proficiency goals as outlined by The National Education Technology Standards (NETS).

In order for this school to continue making these resources available, students must take responsibility for appropriate and lawful use of these resources. Student misconduct will result in consequences such as temporary or permanent ban from such resources, or possible removal from the school.

### **School Email and Software Accounts**

CORE Butte Charter School provides students with a school Google email and apps account. This account gives students' access to the entire Google suite of applications including Gmail, Google Classroom, Drive, and Calendar. These tools give students and faculty the ability to collaborate on projects and assignments. School accounts may remain active until students graduate. School accounts are not restricted or filtered beyond Google's standard SPAM filters. Parents/guardians that wish their students not be assigned school accounts [should complete the "opt-out" form](#).

Technology is a required component of classes offered at all resource centers at all grade levels. All students registered into a resource center class will be utilizing technology in the classroom under adult supervision. **Parents/guardians that wish their student(s) not participate in the use of technology in the classroom should avoid requesting learning center class enrollment or talk to the appropriate director about possible modifications.**

CORE reserves the right to monitor use of student accounts for impropriety without advance notice or consent. Students should be aware that computer files and electronic communications, including email, are not private and may be accessed by CORE for the purpose of ensuring proper use.

Unless otherwise instructed by school personnel, students shall not disclose, use or disseminate personal identification information about themselves or others when using email or other forms of direct electronic communications.

Policies guidelines and rules described below refer but are not limited to all technological devices and peripherals including computers, the computer lab, iPads, digital cameras, video equipment, software, sound equipment the internet, MP3 players, calculators, printers etc. that are owned by, leased to, and/or on loan to CORE Butte. This also includes appropriate use of student's personal technology devices used on site.

### **Terms and Conditions (for Educational Computer Use and Internet Privileges)**

#### **ACCEPTABLE USES OF TECHNOLOGY**

The use of school computers, iPads or other technological equipment must be in support of education and is consistent with the educational objectives of this district. Use of another organization's network or computing resources must comply with the rules appropriate for that network including:

- Class work or assignments as directed by and supervised by a teacher.

- Complete homework assignments as instructed by a teacher but independently conducted.
- Research for education purposes.
- Use of approved educational software.
- Training or development of computer use skills supervised by a teacher or Technology Specialist.
- Personal Discovery of an acceptable nature (“surfing the Internet”)

### PROHIBITED USES OF TECHNOLOGY

- Transmission of material in violation of any US or state regulation. This includes, but is not limited to: copyrighted material; illegal, threatening, harassing, violent or obscene material, and matter protected by trade secret.
- Altering or removing computer files not belonging to the user, installing unlicensed software, creating links to inappropriate materials, disconnecting equipment, and vandalism of any kind
- Use for commercial activities
- Use for product advertisement or political lobbying
- Any transmission or reception of pornographic material is expressly prohibited and will result in the suspension of computer privileges.
- Change of Internet Browser settings or any computer preferences or settings
- Attempt to steal or learn other’s passwords including the administrator’s passwords or internet passwords
- Use of any “hacking software” or possession and distribution of any software tool
- Transmitting spyware, viruses, or other malware to computers
- Transmitting inappropriate messages or comments through use of common messaging or social networking sites
- Violating any other building, classroom or student conduct rules through the use of technology.
- Food and drink are not allowed in any computer area.
- Outside software is not permitted in any computer area; no software is to be downloaded, stored, or installed on any computer or in any computer account.
- Pirated software (warez) and MP3s are not to be downloaded or stored on any computer or in any user’s account.
- All copyright laws are to be observed. Copyrighted material is not to be placed in the system without the author’s permission (BP/AR 6162.6—Use of Copyrighted Materials).
- Do not move or disconnect any affixed computer or peripheral device or piece/part of any equipment. Contact the Technology Specialist or teacher concerning problems with any of the equipment.
- Appropriate behavior and common courtesy are expected at all times.
- You should not send anything to a printer unless you absolutely need a hard copy of the information; do not print Web sites without knowing exactly how many pages will be printed; do not print multiple copies of any document without specific permission.
- Do not read, delete, copy, modify or attempt to access other’s emails. See Technology Coordinator to log out of another person’s email if left on.



- Do not give out personal identification information about yourself or others, including personal address, social security number, any location, financial information, and phone numbers.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Do not use the system to encourage the use of drugs, alcohol, tobacco, or any illegal/inappropriate activities.

### SECURITY

Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem on the network, notify your teacher, the Technology Specialist, or the principal. You are not permitted to use another individual's account, and you should never allow anyone else to access your account. If, at any time, you feel that your password may have been compromised, see the system administrator immediately to have your password changed. You are responsible for all activity that occurs with your account. Attempts to login to the network as a system administrator or gain unauthorized access will result in the suspension of your computer privileges.

### VANDALISM

Vandalism will result in the suspension of your computer privileges. Vandalism is defined as any malicious attempt to alter, harm, or destroy data of another user, computers, accessories, the Internet, or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses.

### RESTITUTION AND CONSEQUENCES OF CONTRACT VIOLATION

Students may be suspended or subject to other disciplinary actions for violation of this contract as provided in the current school Student/Parent Handbook under the provisions of Education Code 48900 (k): disruption of school activities and willful defiance of the valid authority of the school. According to Board Policy 5131.5, students will be required to provide restitution for damages to school equipment while the student is logged into any computer. In the case of no physical damage, but the requirement of staff or student aide time to reconfigure a system, students will be charged at the rate of \$50/hour for a minimum of one hour.

### PRIVILEGES AND CONSEQUENCES

The use of school computers and the use of the Internet are privileges, and unacceptable use will result in the suspension of those privileges. The Technology Specialist and School Director may revoke privileges at any time as deemed appropriate. The administration, faculty, and staff of any district school may request that the Technology Specialist deny, revoke, or suspend specific user privileges and that appropriate school disciplinary action be taken including expulsion if appropriate. Depending on the severity of the violation (to be determined by the system administrator and/or administration), computer privileges may be revoked for an extended period of time. A student who has his/her computer privileges revoked is not allowed to use any computer at her/his school site.

### INDEMNIFICATION

CORE makes no guarantees of any kind, whether expressed or implied, for the service they are providing. CORE will not be responsible for any damages suffered. This includes loss of electronic data resulting from faulty software or equipment, delays, non-deliveries, misdeliveries, or service interruptions caused by their negligence or your errors or omissions. Use of any information obtained via the school computers and/or the Internet is at your own risk. All documents and files will be erased from school computers on a regular basis. CORE is not responsible for the loss of this data.

### DURATION OF AGREEMENT

The duration of this agreement begins when your registration and acknowledgements are electronically signed and ends when the student leaves the CORE. This agreement is binding. Any violation will be included in the student's permanent cumulative file.

The electronic signatures in your online registration regarding this agreement are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

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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. 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 to participate in the California Assessment of Student Performance and Progress (CAASPP) 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.**

### **CAASPP**

#### **Statewide Testing Notification**

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

#### **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS**

- Smarter Balanced Assessment Consortium Assessments  
The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.
- California Science Tests (CAST)  
The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.
- California Alternate Assessments (CAA)  
The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

- **Standards-based Tests in Spanish (STS) for Reading/Language Arts**

California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer-based assessment that is aligned with the California CCSS en Español. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA**

California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

**PHYSICAL FITNESS TEST**

The physical fitness test (PFT) for students in California schools is the FitnessGram<sup>®</sup>. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

*California Department of Education | January 2018*

**TESTING WINDOWS**

The Smarter Balanced Test will be administered sometime between March and the end of May, during a testing window assigned by the testing contractor. Schools establish their own testing schedules within that window. The state testing will be administered within a testing window of 25 instructional days that includes 12 instructional days before and after the completion of 85 percent of the school's, track's, or program's instructional days.

**STUDENT PARTICIPATION**

All students in grades three through eight and grade eleven are to take the Smarter Balanced Tests in the spring. The exceptions are students who have severe cognitive disabilities and are required to take the CAA, according to their individualized education program (IEP) or 504 plan.

**Results** of 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 will be sent to each student's home address on one CAASPP Student Report within 20 days after the school district receives the reports. 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.

**CHSPE Notification**

The California High School Proficiency Exam ("CHSPE") is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

**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 learning period with a formal report card at the semester. **These report cards become a formal part of the student's file unless the parent requests otherwise in writing.**

## **COMMUNITY SERVICE**

It is suggested that each student serve his or her community. The personalized learning teacher will assist the student in finding organizations that may need volunteers.

**For high school students, one credit (or unit) will be granted for every fifteen hours contributed to a local service organization.** The student may 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. Additional guidelines may be found in the High School Catalog.

## **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.
  - CORE 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 CORE.

- Educational Materials catalogues, Elementary and High School, through which parents can review curriculum offerings
- The CORE Schools' libraries which are stocked with a variety of educational materials and curriculum
- The PL teacher'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.

**Note:** All materials provided to the student are the property of the school. Families must return the materials when the student is finished using them for their educational program. If these materials are not accounted for at the end of the school year, the school will submit a missing materials form that will be used to charge the families for the missing resources. This will include any missing or damaged technology resources. Unpaid outstanding bills may be forwarded to a collection agency.

### Educational Unit (EU) Guidelines

CORE Butte Charter School believes in and supports learning in the broad community. The school provides an Educational Unit (EU) budget for teachers to use when implementing a student's education program. This budget helps personalize a student's education. This allocation shall be used towards implementing and supporting a student's education program up to \$1,500 annually. The following chart defines how the Educational Unit (EU budget) may be spent.

#### The EU Budget

**Description:** Educational Units are allocated in order to support classes on site and in the community, as well as field trips and other educational pursuits, which are not available through the assigned curriculum. EU allocations should be aligned with the learning plan and not used indiscriminately. Teachers use the Online Purchasing System (OPS) to place these orders.

**Academic support should always have priority over electives.** The use of funds is to be determined by the teacher in cooperation with the parent. If the student is not proficient in math and English Language Arts, academic tutoring should be the top consideration.

**EU Budget: \$1,500.** The entire \$1,500 may be used for tutoring and academic classes. A maximum of \$900 may be used for electives. This budget does not roll over from year to year, and is not shared among family members.

<b><i>Total Educational Budget for Academic and Elective Support: \$1,500</i></b>	
<b>Academics: May use all or part of the \$1,500</b>	<b>Electives: May use a maximum \$900 per year</b>
All center classes and materials fees	Art classes in the community
CBHS: \$200EU flat fee. 50EU per class for home study students. No pro-rating or "refund" if withdrawn from class/es.	PE classes in the community
TK-8 Center: \$25 per hour of instruction on entry. No pro-rating or "refund" if withdrawn from class/es.	Theater classes in the community
Academic tutoring	Music classes in the community
Conference/overnight activity: Maximum \$200	
School sponsored activities and assemblies	
Field Trips	

Online academic classes assigned to a specific student that supplant approved curriculum up to 250EU per semester per class	
Classes required for HS students to <b>meet</b> graduation (non-elective) and/or a-g requirements including VAPA and PE. Once requirements are met, these are considered elective.	
Computer programming, computer lit, or technology related courses.	
Hands on lab kits, not to exceed 50EU per month, that are grade level standards aligned with assigned curriculum.*	

It is the responsibility of the PLT to monitor that EU expenditures align with a student's education plan and standards aligned curricula. \*Limited to one academically aligned kit per month. CORE is working towards expanding library availability of hands on standards aligned lab activities for the 2021-2022 school year.

### WITHDRAWAL FROM VENDOR COURSE INSTRUCTION CLASSES

A student may choose to withdraw from or Vendor Course Instruction class. The parent or student must contact the personalized learning teacher to notify him/her that he/she will no longer be attending. It is the parent's/student's responsibility to contact his/her teacher about dropping a class prior to the next class meeting. The EUs that have been allocated for classes enrolled in but not attended will NOT be returned. A student who does not follow this procedure jeopardizes her/his right to attend VCI classes. The teacher must Cancel the purchase order for each class.

EUs allocated for enrichment classes at the centers enrolled in but not attended will also not be returned.

### VENDOR GUIDELINES

1. Vendors will NOT be paid for student instruction without a Vendor Purchase Order (PO). The teacher must provide the PO number before instruction may begin for each student.
2. Vendors in the community are paid for instruction only. Minor materials that are part of the instructional time should be included in the class fee. Materials that become a product for students to take home or give as gifts must be purchased individually by the parent/student.
3. Vendors are not paid for students who withdraw from the class. Vendors should check their CORE rosters monthly to verify student attendance. If a student is no longer attending, but the vendor has received a PO or check for that student, the vendor should contact the administrative office at 530-809-4152, to cancel payment.
4. Vendors must be able to reschedule classes if the vendor cancels.
5. Tutoring Fees: the maximum one-on-one tutoring rate is \$25 per hour. A group rate of not more than \$35 per hour is required for 2 or more students.
6. Fees for CORE students should not exceed the cost for other students in the community.
7. Instructional fees may NOT be charged during the school year to pre-pay for summer instruction. The months allowed by the school include the month of September through the third week of May.
8. Vendor descriptions should state whether a registration fee is required, which is paid by the parent. Registration fees will NOT be paid by CORE Butte. Registration, memberships, dues and uniforms are to be paid by parent.
9. Vendor descriptions should be updated annually for accuracy.

10. Vendors must invoice the school in order to be paid for services
11. CORE does not provide space for tutors. By law, independent contractors (vendors) must arrange for their own space, copies and supplies.

**The School Director must approve exceptions to the above guidelines.**

### **EMR Budget**

Description: On rare occasions, some curricula or related items will not be available in the library. Families can talk to their PLTs to inquire if such curricula is available through the use of school EMR funds. If the cost of an individual request for EMR curriculum exceeds \$200, the student's EUs should be used. Almost all special requests for single curriculum and online program expenditures should/will be under \$200.

CORE does not reimburse families for any expenditure that is not pre-approved by the director. CORE does not pay for typical at home things like pencils, pens, paper, crayons, scissors, notebooks, binders, rulers, staplers, hole punches, desk supplies, construction paper, and other like consumables.

In the effort to expedite special orders for students and families, the following list has been included so that you may be aware of disapproved items and items requiring permission.

#### **DISAPPROVED ITEMS**

- Sectarian or religious materials
- Ink cartridges or printers
- Physical education equipment
- Dangerous materials such as toxic, adhesives, engines, carving implements, or chemicals
- Costumes
- Hard assets such as cameras, telescopes, airbrushes, ceramic wheels, musical instruments, electronic devices
- Musical or entertainment CDs, DVDs, videos of non-instructional value
- Live animals or animal care equipment
- Backpacks or tote bags

**Teachers must check the library before placing EMR orders.**

### **IMPORTANT GENERAL INFORMATION**

**Drop Off/Pick Up** - Students may 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. If a student (TK-1) 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.

Students are NOT to be on campus unless in a class or in supervised tutoring. Students who are not in class or in a supervised setting will be asked to call home and have a parent come pick the student up.

**Lunches** - Students in the CORE program must bring their own lunches. Kitchen facilities are off limits to both parents and students at each center.

**Driving Issues** - Please respect all driving regulations and speed limits. CORE shares a parking lot and there are

children present at all times. Please review or ask your personalized learning teacher what the restrictions are at your local center.

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 Butte Charter School. CORE Butte is a member of the Association of Personalized Learning Schools (APLUS.)

**Governance - Charter Council Meetings** are held throughout the school year. **Board Meetings** are held quarterly. All governance meetings are open to the public. Please check the school website or contact your Personalized Learning Teacher for the meeting locations and times.

**Screening** - The Charter School provides for the screening of pupils' vision and hearing and screening for scoliosis to the same extent as would be required if the pupils attended a non-charter public school .

## **HIGH SCHOOL INFORMATION**

CORE relies heavily on email to communicate with high school students. Please be sure that the counseling department and your student record reflect an email that is regularly monitored. See the current year High School Catalogue for all other High School specific information, i.e. Grade Reports, Transcripts, and course planning, etc.

### **Cal Grant GPA Submissions**

All 12<sup>th</sup> grade students' will be deemed a Cal Grant Applicant and GPAs will be submitted electronically unless the high school counselor is notified of the student / family's decision to Opt-Out and an opt-out form is completed by September 30<sup>th</sup> of the student's year of graduation.

### **College Classes**

Students may, when deemed appropriate, take college courses while concurrently enrolled in CORE. 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 CORE Counseling Department to see if an agreement is already in place with the college the student wishes to attend.
- If there is not already a process in place, contact the community college's Outreach department to verify their concurrent enrollment process.
- Confirm with the CORE Counseling Department that he/she is able to work with the desired college.
- Complete the college concurrent enrollment forms and any other necessary paperwork in a timely manner.
- Submit the paperwork to the college along with a copy to the student's PLT and the CORE Counseling Department
- Register for classes.
- Inform the teacher of the classes admitted to and any required texts.
- Transcripts of completed coursework must be submitted to the administrative offices within six weeks of the end of the CORE semester. Transcripts must include grade, credits, and grade points earned.

**Important: Students enrolled in CORE may not take more than a total of 11 allowed units per semester at any one college.**



## Graduation Requirements

In order to graduate, students at CORE will have successfully completed the following course requirements. Students must, in addition to CORE's graduation requirement, satisfy any current California High School Exit Examination (CAHSEE) requirement in order to receive their high school diploma.

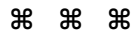
<b>High School Subject</b>	<b>Minimum Graduation Requirement</b>	<b>UC/CSU Additional Minimum Requirements</b> (CREDITS MUST BE EARNED IN PRE-APPROVED CLASSES)
ELA = English/Language Arts	40 credits – 4 years	Same as graduation requirements
WH = World History	10 credits – 1 year	Same as graduation requirements
USH = U.S. History	10 credits – 1 year	Same as graduation requirements
Gvt = Government	5 credits – 1 semester	Same as graduation requirements
Econ = Economics	5 credits – 1 semester	Same as graduation requirements
Alg = Mathematics – Algebra I Standards	Must complete before graduating (may be taken in 7 <sup>th</sup> or 8 <sup>th</sup> grades)	Same as graduation requirements
Math = Mathematics	30 credits – 3 years	Algebra I, Geometry, & Algebra II (4th year recommended)
LS & PS = Science	10 credits Life Science – 1 year  10 credits Physical Science – 1 year	CSU : At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area UC : Both courses must be from the “d” subject area: 3 years recommended
H = Health	5 credits – 1 semester	Same as graduation requirements
PE = Physical Education	20 credits – 2 years	Same as graduation requirements
FL/V = Foreign Language or Visual/Performing Arts	10 credits – 1 year (a listed CTE course may be substituted)	2 years of the same foreign language (3 recommended) and 2 semesters of the same Visual/Performing Arts course
LS/V = Life Skills/Vocational Skills/Technology	10 credits – 1 year	Same as graduation requirements
E = Electives	55 credits	1 year from the “a-f” subject areas

## INSURANCE

Health Care Coverage Options and Insurance Enrollment Assistance - Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help them pay for health insurance premiums. This means the federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits.

Undocumented and non-citizen or permanent-resident parents should not fear that applying on behalf of their children or dependents, who may be eligible for health coverage, will result in deportation or other immigration-related actions. For more clarification, read the [Immigrations and Customs Enforcement memo](#) on health enrollment and immigration in English or [in Spanish](#).

For free, confidential, in-person help, in your area, or to learn more, compare health insurance plans, choose the one that best fits your needs and enroll online, visit [CoveredCA.com](#) or call (800) 300-1506.



### **Type 2 Diabetes Information**

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see [available translations](#) of this information.

#### Description

#### **Type 2 diabetes is the most common form of diabetes in adults.**

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

#### **Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.**

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

#### Risk Factors Associated with Type 2 Diabetes

**It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.**

#### **Risk Factors**

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

### Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

### Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

### Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References:

[American Diabetes Association Clinical Journal](#) 

[Helping Children with Diabetes Succeed: A Guide for School Personnel](#) 

[KidsHealth](#) 

[Mayo Clinic](#) 

[National Library of Medicine and National Institutes of Health's MedLine](#) 

[Centers for Disease Control and Prevention](#) 

**Questions: Coordinated School Health and Safety Office | 916-319-0914**

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## **IMPORTANT SCHOOL POLICIES & DISCLOSURES**

### **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

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 FORM

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
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.

Do you wish this child to receive medication at school? \_\_\_\_\_ YES \_\_\_\_\_ NO

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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### **Harassment, Discrimination, Intimidation and Bullying Prevention**

Revised: 06/14/2019

### **Board Policy:**

It is the policy of CORE Butte Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of CORE Butte to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding

and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

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## **Harassment, Discrimination, Intimidation and Bullying Prevention**

Revised: 06/14/2019

### **Administrative Regulation:**

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

### **Definitions**

**Discrimination:** Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

**Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

**Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

**Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

**Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

**Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit),

including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

### **Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation**

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- A Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at 530-809-4152
- By email at [mcox@corebutte.org](mailto:mcox@corebutte.org)
- By mail at ATTN: Mary Cox, CORE Butte Charter School, 2847 Notre Dame Blvd, Chico, 95928

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

### **Investigation and Disposition of Complaints**

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

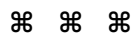
The investigator (if a third party) will report his/her findings to the Executive Director and/or School Director. Where the investigator concludes that a violation of this policy has occurred, the Executive Director and/or School Director will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director or the School Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

**Parental Notification:**

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.



**Dress Code: TK-8<sup>th</sup> Grade**

Revised: 03/15/2019

**Administrative Regulation:**

The purpose of this K-8 dress code is to enhance school safety, improve the learning environment, and promote excellence. Children's attitudes toward schoolwork and behavior are related to the clothing that they wear. Therefore,

we recommend clothing and footwear suitable for a professional educational atmosphere and appropriate weather. In order to achieve this goal, the following guidelines are in place for all K-8 CORE Butte Charter School students.

- A.** All shoes and clothing worn to school shall be appropriate for a learning environment, and adequate protection for the weather.
- B.** Tennis shoes, sturdy sandals, or form-fitting shoes are recommended for the resource centers. No shoes with wheels (can be worn if wheels are removed.)
- C.** Students shall **not** wear the following items while at CORE Butte Centers or attending School-related functions:
  - Clothing, school supplies or hats bearing pictures symbols, slogans, or words related to: drugs, alcohol, tobacco, sex, violence, tagging, gang association, or the demeaning of any person or group.
    - Gang-related apparel is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment.
  - Attire, backpacks or school items that would incite students, create a threat or danger, or a substantial disruption of the orderly operation of the classroom or the school
  - Low cut blouses, shirts, or see-through clothing.
  - Low cut/hanging pants that expose stomach, lower back or underwear when seated or standing
  - Exposed underwear or underwear worn as outerwear
  - Short shorts, short skirts, and short dresses without wearing tights or leggings underneath.
  - Strapless tops/dresses, tube top, or shirts pulled down below the shoulder
- D.** 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 CORE Butte Centers.

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## **Dress Code: High School**

Revised: 03/15/2019

### **Administrative Regulation:**

At CORE Butte Charter School, we strive to create an environment that is safe and appropriate for learning. In doing so, we expect students to dress in a manner that is appropriate for a professional educational environment.

- A.** Each student shall be well groomed while attending school or school-related functions. Dress at the school resource centers should be 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. Students shall not wear attire, backpacks or



school items that would incite students, create a threat or danger, or a substantial disruption of the orderly operation of the classroom or the school

C. Students shall not wear the following items while at the resource center or attending School-related functions:

- Clothing with vulgar, profane, or sexually suggestive material.
- Clothing with tobacco, alcohol, weapons/firearms, or drugs.
- Clothing that shows undergarments or midriffs.
- Clothing that degrades race, gender, sexual orientation, or religious affiliation.
- Short skirts, short shorts, or short dresses without wearing leggings or tights underneath.

D. The School 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 School Director/Designee reserves the right to declare certain clothing items or colors to be gang-related at any time when the safety of the students is an issue.

- Gang-related apparel is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment.

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 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 CORE Butte Centers.

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### **Open Campus**

Approved by Executive Director: 09/09/2005

Revised: 09/14/2018

### **Administrative Regulation:**

- A. CORE Butte is a non-classroom based charter school offering optional academic and enrichment classes to students.
- B. Students attending classes at a resource center do not follow a traditional daily schedule. It is common that there will be blocks of time that students are not scheduled to be in a class.
- C. Families enrolling in CORE Butte are made aware of the school's requirement of prompt drop-off and pick-up to avoid students being on campus during unscheduled times.
- D. CORE employs an open campus at all resource centers for students in grades two through twelve. Students are allowed to leave the campus at any time. Although, once in a classroom, students will be expected to remain for the whole class period unless the instructor approves an early dismissal. The school, its employees and officers are not liable for the safety and conduct of students who leave under this policy.
- E. The open campus option does not apply to transitional kindergarten through first grade students. It is the school's expectation that parent/guardians retrieve these students from their classroom at the conclusion of their class time.
- F.
  1. The responsibility falls on parents/guardians and students to follow the rules and abide by parent/guardian wishes.
  2. The privilege of open campus may be revoked from individual students for disciplinary reasons.

**Discipline: General Education Students and Students With Disabilities**

Approved by Board of Directors:

09/11/2015

ADOPTED

**Board Policy:**

It is the policy of the school to support a positive, safe learning environment for all students.

In addition to taking disciplinary action at the school level, the School Director will report all illegal acts to the appropriate authorities.

All professional staff is expected to enforce discipline and direct students so that they will demonstrate appropriate behavior.

Discipline shall be administered when necessary to protect students, school employees, or property, and to maintain essential order and discipline.

Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case:

Seriousness of the offense

Student's attitude.

Frequency of misconduct.

Potential effect of the misconduct on the school environment.

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.

There should be immediate and consistent interventions by the center teacher of any behavior that disrupts orderly classroom procedures or operation of the center.

An Administrative report shall be issued for Level One, Level Two and Level Three violations.

Discipline shall be based on the seriousness of the infraction and specific intervention as prescribed in B. & C.

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, 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 center rules may be disciplined by one (1) or more options listed below.

#### Disciplinary Options for General Misconduct

Oral correction.

Cooling-off time or "time-out".

Seating changes in the classroom.

Counseling by teachers, counselors, or administrative personnel.

Parent-teacher conferences.

Rewards or demerits within the classroom

Behavioral contracts with parents consent.

Withdrawal of privileges, such as participation in extracurricular activities.

Conversation with a parent to determine if temporary removal from learning center support classes, field trips and/or special event participation is appropriate. All independent study would continue, not a suspension from classes per se.

Other strategies and consequences as specified by the Administration.

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.

A teacher may temporarily remove from the support class setting 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.

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. A Disciplinary Incident Report shall be 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 vandalizing of property owned by others.
6. Possessing any knife.
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 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 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 MAY INCLUDE:**

1. 1. Behavioral contracts (with parental conference).
2. 2. Required School Director/student conference.
3. 3. Parental conference.
4. 4. Referral to outside agency or authority.
5. 5. Removal from learning center support class and/or extracurricular activities including, but not limited to, field trips/commencement exercises/award ceremonies.
6. 6. Disciplinary reassignment such as reassignment of classes, or home-based instruction.

7. 7. Police citation.
8. 8. Student Success Team meeting.
9. 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 MISBEHAVIOR INCLUDE SUCH BEHAVIORS 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. 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. 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. 16. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
  17. 17. Engages in conduct that contains the elements of the offense of public lewdness.

18. 18. Stealing from students, staff, or the school.
19. 19. Ethical or racial slurs.
20. 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. Removal from learning center support 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 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 (2) 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/designee may order the immediate removal of a student when people or property is in imminent harm.
  5. The school enforces zero tolerance for possession of firearms, illegal knives, or any other illegal weapon, and any conduct punishable as a felony.
  6. 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:
    - a. 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.
    - b. In any school property used by the student including, but not limited to, a locker or desk.
    - c. 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. The 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 administrative/parent/student conferences.
3. Expulsion.
4. Other viable options.

**NOTICE TO PARENTS/GUARDIANS AND STUDENTS:**

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

***Suspension, Expulsion of a Special Education Identified Student:*** It is the practice of CORE Butte Charter School to develop Behavior Support Plans early when a pattern of misbehavior is noticed in a special education student. CORE will also convene an IEP meeting immediately following acts which seriously disrupt the orderly education program in the learning centers and/or any school related activity, to determine if behavioral supports and intervention need to be put in a student's IEP to support improved conduct. When needed, an Assessment Plan is developed to allow the school psychologist to conduct a Functional Behavior Assessment to assist the team in appropriately modifying a student's IEP.

A Manifestation Determination IEP meeting will be convened whenever a change in placement due to misconduct occurs. A change in placement occurs if CORE Butte Charter School personnel have recommended an expulsion or if a student is suspended for more than 10 consecutive school days or the student has been subjected to a series of suspension that constitute a pattern, as follows:

- the series of removals totals more than 10 school days in a school year; and
- the student's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- the consideration of additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

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

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

If the IEP team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. Then, the IEP team shall:

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

If the IEP team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then CORE Butte may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, students are entitled to continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

***Students Not Yet Eligible for Special Education Services:*** A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.



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

- A. The parent/guardian has expressed concern in writing, to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education or related services; and
- B. The parent/guardian has requested an initial evaluation of the student for special education pursuant to federal law; or
- C. The teacher of the student or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the school's Special Education Coordinator/School Psychologist or other supervisory personnel.

However CORE Butte is deemed **not** to have knowledge as specified in items #1-3 above if the parent/guardian has not allowed an initial evaluation of the student, or has refused services, or if the student has been evaluated and it was determined that the student was not a child with a disability.

If it is determined that the school did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. However, an evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

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

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

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**Interim Alternative Educational Setting:** The student's interim alternative educational setting shall be determined by the student's IEP team.

**Due Process Appeals:** The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited due process hearing through the Special Education Unit of the Office of Administrative Hearings.

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Charter school students are entitled to the same due process rights held by students enrolled in non-charter public schools.

## Uniform Complaint Procedures

Approved by Executive Director

05/12/2006

03/11/2016

APPROVED

REVISED

### **Administrative Regulation:**

- A.** CORE Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one (1) or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. (5 CCR 4610)
- B.** Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)
- C.** Uniform complaint procedures shall also be used when addressing complaints regarding the school's compliance with pupil fees legislation. (AB 1575)
- D.** Uniform complaint procedures shall be used when addressing complaints regarding the provision of reasonable accommodations for lactating pupils on campus. (AB 302)
- E.** Complaints related to Foster and Homeless Youth Services are filed in accordance with this Uniform Complaint Procedure. (AB 379)
- F.** Complaints related to pupil instruction: course periods without educational content / repeated coursework (AB 1012) and physical education instructional minutes (AB 1391) shall be filed in accordance with this Uniform Complaint Procedure.
- G.** Complaints regarding noncompliance with the school's Local Control Accountability Plan (LCAP) will also be handled and processed in accordance with this Uniform Complaint Procedure.
- H.** Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the Williams Uniform Complaint Procedure.
- I.** The School Director/designee encourages the early, informal resolution of complaints at the site level whenever possible.
- J.** Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director/designee, on a case-by-case basis.

- K.** Any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination is prohibited. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.
- L.** Whenever all parties to a complaint agree to try resolving their problem through mediation, the School Director/designee shall initiate that process. Any results shall be consistent with state and federal laws and regulations.
- M.** Compliance Officers
  - 1. School Directors shall receive and investigate complaints to ensure compliance with law.
  - 2. School Director's who investigate complaints are knowledgeable about the laws and programs for which they are responsible.
- I. Notifications**
  - 1. The School Director/designee shall annually provide written notification of the uniform complaint procedures to students, employees, parents/guardians, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)
  - 2. The School Director/designee shall make available copies of the uniform complaint procedures free of charge. (5 CCR 4622)
- J.** Written notification shall:
  - 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
  - 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
  - 3. Advise the complainant of the appeal, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
  - 4. Acknowledge that the school is primarily responsible for compliance with state and federal laws and regulations
  - 5. State that the review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
  - 6. That an unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
  - 7. That the complainant has a right to appeal the school's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the school's decision and must include a copy of the complaint filed with the school and a copy of the school's decision

**K. Procedures**

The following procedures shall be used to address all complaints, which allege that the school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance. (5 CCR 4631 and 4633)  
 All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is

scheduled, and when a decision or ruling is made.

### Step 1: **Filing of Complaint**

- a. Any individual, public agency or organization may file a written complaint of alleged noncompliance by the school. (5 CCR 4630)
- b. A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR 4630)
- c. A complaint form may be provided for complaints of unlawful fees (5 CCR 4621[c]).
- d. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received.
- e. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, staff shall assist him/her in the filing of the complaint. (5 CCR 4600)
- f. Complaints regarding AB 1575 may be filed with the school principal, and may be anonymous (EC 49013[b]).

### Step 2: **Investigation of Complaint**

- a. The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- b. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)
- c. A complainant's refusal to provide the school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)
- d. The school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### Step 3: **Response**

- e. Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the investigation and decision, as described in Step #4 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.

- f. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60)-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.
- g. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the school's initial receipt the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

#### Step 4: Final Written Decision

- h. The school's decision shall be in writing and sent to the complainant. (5 CCR 4631)
- i. The school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.
- j. The decision shall include:
  - 1. The findings of fact based on the evidence gathered
  - 2. The conclusion(s) of law
  - 3. Disposition of the complaint
  - 4. Rationale for such disposition
  - 5. Corrective actions, if any are warranted
  - 6. Notice of the complainant's right to appeal the decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
  - 7. For discrimination complaints, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies
- k. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed. The report shall not give any further information as to the nature of the disciplinary action.

#### L. Appeals to the California Department of Education

- 1. If dissatisfied with the school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the school's decision. (5 CCR 4632-4633)
- 2. Upon notification by the CDE that the complainant has appealed the decision, the School Director/designee shall forward the following documents to the CDE: (5 CCR 4633)
  - a. A copy of the original complaint
  - b. A copy of the decision

- c. A summary of the nature and extent of the investigation conducted by the school, if not covered by the decision
  - d. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
  - e. A report of any action taken to resolve the complaint
  - f. A copy of the school's complaint procedures
  - g. Other relevant information requested by the CDE
3. The CDE may directly intervene in the complaint without waiting for action by the school when one (1) of the conditions listed in 5 CCR 4650 exists, including cases in which the school has not taken action within sixty (60) days of the date the complaint was filed with the school.

#### **M. Civil Law Remedies**

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

#### ***Legal Reference:***

#### **CODE OF REGULATIONS, TITLE 5**

*3080 Application of section*

*4600-4687 Uniform complaint procedures*

*4900-4965 Nondiscrimination in elementary and secondary education programs*

#### Revision History:

5/12/2006 – Approved

6/13/2014 – Revised

9/12/2014 – Revised

3/11/2016 – Revised

### **UNIFORM COMPLAINT FORM**

CORE Butte Charter School Complaint Form

• 260 Cohasset Rd. Suite 120, Chico, CA 95926 •

Uniform Complaint Form

California Code of Regulations (CCR) Title 5 Section 4610 created a procedure for the filing of complaints. The complaint and response are public documents as provided by statute. This form should be used for any complaints that fall within the Uniform Complaint guidelines as outlined below.

CORE Butte Charter School follows uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one (1) or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints regarding the school's compliance with pupil fees legislation (AB 1575), the provision of reasonable accommodations for lactating pupils on campus (AB 302), complaints related to Foster and Homeless Youth Services (AB 379), complaints related to pupil instruction: course periods without educational content / repeated coursework (AB 1012), and physical education instructional minutes (AB 1391).

Complaints regarding noncompliance with the school's Local Control Accountability Plan (LCAP) will also be handled and processed in accordance with this Uniform Complaint Procedure.

Please use the alternative Williams Uniform Complaint Form if your complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ zip: \_\_\_\_\_ email: \_\_\_\_\_

Phone Number Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Date of Problem: \_\_\_\_\_

Location of Problem (Center Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation:

\_\_\_\_\_
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\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please file this complaint at the following location:
CORE Butte Charter School - Attn: Mary Cox
2847 Notre Dame Blvd
Chico, CA 95928

CORE Butte Charter School Complaint Form  
• 260 Cohasset Rd. Suite 120, Chico, CA 95926 •

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Uniform Complaint procedures begin with either an attempt to solve the problem through mediation or an investigative meeting which is encouraged to be held within 5 days of receipt of the complaint. Reviews shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

Unlawful discrimination complaints must be filed not later than six (6) months from the date of the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.

The complainant has a right to appeal the school's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the school's decision and must include a copy of the complaint filed with the school and a copy of the school's decision.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

FOR ADMINISTRATIVE USE ONLY:

Date complaint received: \_\_\_\_\_

Date the complaint was logged by the compliance officer: \_\_\_\_\_

Mediation or Investigative meeting date (encouraged within 5 days): \_\_\_\_\_

Meeting attendees: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was supporting evidence presented by the complainant? \_\_\_\_\_

Meeting notes:  
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Outcome of investigation:  
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\_\_\_\_\_

56

Date final written decision was sent to complainant (within 30 days): \_\_\_\_\_



**Williams Uniform Complaint Procedures**

Approved by Board of Directors:

5/17/2011

**Administrative Regulation:**

Types of Complaints

**A.** The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred:

1. Textbooks and instructional materials
  - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or school-adopted textbooks or other required instructional materials to use in class.
  - b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each pupil.
  - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
  - d. A pupil 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
  - a. Teacher vacancy means a position to which a single designated teacher has not been assigned at the beginning of the year for an entire year.
  - b. Beginning of the year means the first day of pupil instruction with a single designated teacher assigned.
  - c. Misassignment means the placement of a teacher in a position for which he/she does not hold a legally recognized certificate or credential.
  
3. Facilities
  - a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line 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; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate.
  - b. A school restroom has not been cleaned, maintained, or kept open.  
 Clean or maintained means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.  
 Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs.

**Filing of Complaint**

- A. A complaint alleging any condition(s) specified in "Types of Complaints" above shall be filed with the School Director/designee.
- B. The School Director/designee 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.

- C. 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/designee shall report the resolution of the complaint to him/her within forty-five (45) working days of the initial filing of the complaint.
- D. 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.
- E. A complainant who is not satisfied with the resolution offered by the Board may file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the Board's response. The complainant shall comply with the appeal requirements.
- F. All complaints and written responses shall be public records.

**Reports**

The School Director/designee 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.

**Forms and Notices**

- A. The Superintendent/designee shall ensure a Williams complaint form is available at the school. However, complainants need not use the school's complaint form in order to file a complaint.
- B. The School Director/designee shall ensure that a notice is posted in each classroom containing the components.

**Williams Uniform Complaint Procedures**

**NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS:**

**Complaint Rights**

**Parents/Guardians, Pupils, and Teachers:**

**Pursuant to Education Code 35186, you are hereby notified that:**

1. Each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be a teacher assigned to each class (not a series of substitutes or other temporary teachers) and he/she should have the proper credential to teach the class, including the certification required to teach English learners, if present.  
 Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for the entire year.  
 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.
4. A complaint form can be obtained at the school office. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>.

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

Education Code 35186 creates a 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 as provided by law. Complaints 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 Name/Address: \_\_\_\_\_

Course Title/Grade Level and Teacher Name: \_\_\_\_\_

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:

\_\_\_\_\_ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or school-adopted textbooks or other required instructional materials to use in class.

\_\_\_\_\_ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each pupil.

\_\_\_\_\_ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

\_\_\_\_\_ A pupil 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:

\_\_\_\_\_ 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.

\_\_\_\_\_ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% (twenty percent) English learners in the class.

\_\_\_\_\_ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)

- \_\_\_\_\_ A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line 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 pupils or staff; and 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, or paper towels or functional hand dryers.
- \_\_\_\_\_ The school has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil 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 pupils or staff.

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Please file this complaint at the school office.

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

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

## 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. Instances of the school's usage of directory information may include marketing pieces showcasing student achievements, sharing anonymized data to establish trends and outcomes, yearbook production, etc. The school does not nor does it intend to create, publish, or publicly make available a contact "directory". Families will find this information along with a link to an opt-out form in the [Student Services Annual Notice Guide to Families](#).

## **Parent Rights & Responsibilities**

Approved by School Director: 05/12/2010

### **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.

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## **Section 504**

Approved by Executive Director: 09/08/2017

## **Administrative Regulation:**

### **A. Referral, Assessment and Evaluation Procedures**

1. CORE Butte has a responsibility to ensure that students with disabilities are evaluated. CORE will evaluate any student who, because of disability, needs or is believed to need educational aids and services.
    - i. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a Student Study Team.
  2. The Student Study Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
  3. The Student Study Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
  4. The Student Study Team will consider the following information in its evaluation of the student:
    - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
    - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
  5. The evaluation of the student must be sufficient for the Student Study Team to accurately and completely describe:
    - a. the nature and extent of the disabilities
    - b. the student's special needs
    - c. the impact upon the student's education
    - d. what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education.
- All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered.



6. The evaluation may include, but is not limited to, student observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
7. The parents/guardians shall be given an opportunity in advance of the Student Study Team meetings to examine assessment results and all other relevant records.

**B. 504 Plan**

1. When a student is identified as disabled within the meaning of Section 504, the Student Study Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. For each identified disabled student, the Student Study Team will develop a 504 Plan describing the student's disability and the related aids and services needed. The Plan will specify how the related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
3. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file.
4. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
5. The referral, assessment, evaluation and placement process will be completed within a reasonable time.
6. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
7. If the Student Study Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
8. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
9. CORE shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, CORE shall schedule a Student Study Team meeting to review the existing 504 Plan. CORE Butte shall request a copy of the prior 504 plan from the prior school.

**C. Review of the Student's Progress**

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the Student Study Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

**D. Procedural Safeguards**

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - a. Examine relevant records
  - b. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - c. Have the right to file a Uniform Complaint pursuant to school policy
  - d. Seek review in federal court if the parents/guardians disagree with the hearing decision.
  - e. Notifications shall also set forth the procedures for requesting an impartial hearing. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
2. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. Such officers shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
3. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
  - a. The specific decision or action with which the parent/guardian disagrees.
  - b. The changes to the 504 Plan the parent/guardian seeks.
  - c. Any other information the parent/guardian believes is pertinent.
4. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, CORE may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - a. Mediation by a neutral third party.
  - b. Review of the 504 Plan by the Director or designee.

5. Within ten (10) calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
6. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
7. The parent/guardian and the Charter School shall be afforded the rights to:
  - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - b. Present written and oral evidence.
  - c. Question and cross-examine witnesses.
  - d. Receive written findings by the hearing officer.
8. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
9. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

**E. Due Process Hearing/Appeal**

1. The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement or CORE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process.
2. When an appeal relating to the placement of the student has been requested by either the parent or CORE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CORE agree otherwise.

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**Special Education**

Approved by Executive Director:

09/08/2017  
REVISED

01/13/2005  
APPROVED

**Administrative Regulation:**

- A. The School 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 School 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 School 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.

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**Online Learning**

Approved by Executive Director: 06/13/2014

**Administrative Regulation:**

- A. The school or program shall provide qualified teachers who are content experts and are capable of supporting students' learning throughout the online course
- B. Students have access to qualified professionals (teachers, mentors, counselors, etc) or paraprofessionals who can support their online course participation.
- C. Teachers monitoring or teaching online courses will be provided professional development if needed to effectively support students in their online learning.
- D. Total student enrollment in online sections will be limited as necessary to allow for adequate teacher/student interaction for positive learning outcomes.

- E. Student EU budget may be used to make technology hardware and software accessible to students if needed.
- F. Upon request, students are entitled to appropriate advisement to ensure that they have the necessary background and technology to be successful in an online course.
- G. Online assessments shall be proctored by a parent, tutor, or teacher to ensure that the student submitting material for assessment is actually the student enrolled in the online course.

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**Parent Involvement**

Approved by Board of Directors:	09/14/2007	02/27/2020
	ADOPTED	REVISED

**Board Policy:**

The Board recognizes that parents/guardians are their children’s first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The means for carrying out the requirements of subsections 20 U.S.C. \* 6318 (b)(1) are included in this policy, which shall be agreed upon by parents of Title 1 students and updated periodically to meet the changing needs of parents and the school.

- A. CORE Butte Charter School will involve parents in the joint development of the LEA (Single School District) Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116, through the Charter Advisory Council, made up of a majority of parents, and through the Board of Directors, also made up of a majority of parents. All meetings will be properly noticed according to the Brown Act and published on the school website.
- B. Near the beginning of each school year the school shall convene an annual meeting to which all parents/guardians shall be invited and encouraged to attend to inform parents and family members of the school’s participation in the Title I program and to explain the program requirements and the right of the parents/guardians to be involved.
- C. The responsibilities for high student academic achievement are shared by the school and by parents. As such, parents will be involved in the development and updating of this policy through school-wide email invitations (via ParentSquare or other school-wide communication system) to attend Charter Advisory Council meetings and School Board meetings, through attendance at parent trainings and seminars, and through making specific recommendations to the school staff. These components will be included in the school-parent compact.
- D. The Compact will describe and address:

1. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
  2. The importance of ongoing communication between parents and teachers through, at a minimum, annual conference, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  3. The manner in which the school will build capacity for involvement
  4. The assistance of parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children
  5. Provide materials and training to help parents work with their children to improve their children's achievement
  6. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
  7. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children
  8. Distribute information related to school and parent programs, meetings and other activities to the parents of participating students in a format and, to the extent practicable, their children
  9. Provide such other reasonable support for parental involvement activities under this section as parents may request.
  10. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and to the extent practicable, in a language such parents understand.
- E. The school-parent compact is jointly developed with and distributed to parents of Title 1 students. The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describes the means by which the school and parents build and develop a partnership to help children achieve the state content standards.
- F. Parents and students will be given full access to all aspects of the planning, reviewing, implementation, and changing of the parent involvement policy, the school-parent compact, and the Title 1 program and procedures, by invitation to all Charter Council, Charter Board Meetings, and to any other meetings which may be planned, in order to offer flexibility in scheduling for full participation in an organized, ongoing, and timely way through the school-wide communication system.
- G. CORE Butte Charter School will plan and implement effective parental involvement activities, and build parents' capacity for strong parental involvement, through continuous offerings of training, continuous updates through Title 1 program reports, and one-on-one parent-teacher meetings in order to improve student academic achievement and school performance through parent training and seminars, as well as parent coaching.
- H. CORE Butte Charter School will coordinate and integrate parental involvement strategies under Part A and under other programs as specified.
- I. CORE will provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.



- J. Parents will be provided an explanation of the curriculum and strategies implemented by the Title 1 staff by direct communication with the teacher, parent coaching, and through the offering of an extensive variety of curriculum available to parents in CORE's course catalogs for both elementary and high school. Parents are also invited to suggest specialized curriculum, which will be purchased by the school when appropriate.
- K. CORE will build and maintain consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- L. CORE will train teachers and administrators to communicate effectively with parents.
- M. CORE Butte Charter School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the school, specifically asking parents how to build capacity for involvement of parents, and use the findings of the evaluation to design more effective parental involvement. When school-parent compacts are discussed or developed, all Title 1 parents will be invited to attend.
- N. An alternative to attendance at these meetings will include at least one alternative meeting time, and the availability to communicate with the school director and Title 1 teacher via email, telephone, or other communication in order to have input.
- O. CORE Butte Charter School will involve parents in the school's activities through invitations to conferences and events regarding the school's services.
- P. Parents with limited English proficiency will be contacted in their own language. Accessibility for parents with disabilities will be ensured. Title 1 staff will specifically contact parents of migratory students.

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**Sports Eligibility & Safety**

Approved by Board of Directors:	03/13/2015	11/16/2007
	REVISED	ADOPTED

**Board Policy:**

- A. The Board of Directors desires to protect students from risks posed by involvement in sports activities while providing an appropriate education for all students.
- B. Participation in sports and/or other activities may be limited by the school's liability insurance for students.

**Scholastic Eligibility**

- A. In order to be eligible to participate in CORE's sports programs, students must be maintaining minimum progress towards meeting high school graduation requirements, must be currently passing all classes according to prior learning period posted grades, and must have achieved an unweighted 2.0 grade-point average, on a 4.0 scale, at the conclusion of the previous semester.
- B. Probationary Period: The governing board will allow a student who does not achieve the above requirement in

the previous grading period to remain eligible to participate in interscholastic athletics during a probationary period. The probationary period shall not exceed one semester in length. A student who does not meet the above requirements during the probationary period shall not be allowed to participate in interscholastic athletics in the subsequent grading period.

- C. Students' semester eligibility date will be the designated report card deadline date set each semester. This is the date on which all students become eligible and ineligible based on their officially posted gpa in the immediately previous grading period.
- D. Grades cannot be changed following the grading period for purposes of addressing any deficiency in an individual student's scholastic eligibility.
- E. Only grades changed prior to the established eligibility date and changed in accordance with all California State Education Code requirements and approved by the school director may be used for purposes of determining scholastic eligibility.
- F. A grade(s) of "Incomplete" shall not be considered a passing grade under this bylaw unless the "Incomplete" grade shall become a passing letter without further achievement or accomplishment by a student, as stated by the teacher of the course.

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### **Repeated Coursework**

Approved by Board of Directors:

06/17/2016

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ADOPTED

### **Board Policy:**

- A. The Board strives to provide meaningful learning time to all students.
- B. No high school student shall be enrolled in any course that the pupil has previously completed with a grade higher than a D+ unless:
  - 1. The course was designed to be taken more than once and educational content of the course changes year to year.or
  - 2. The student's personalized learning teacher and the school director have determined that the pupil will benefit from being assigned to the course again and the student's parent/guardian has consented in writing to the assignment for the purpose of improving a lower grade.

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### **Credit for a Repeated Course**

Approved by Executive Director:

**Administrative Regulation:**

- A. Students may repeat a course:
1. if the course was designed to be taken more than once and educational content of the course changes year to year
  2. or where a D or F grade was earned
  3. or where the student wishes to repeat the course for the purpose of improving their grade.
- B. If a course is repeated to improve a grade, the original or lower letter grade will remain on the transcript, but will be removed from the student's G.P.A.
- C. Procedure:
1. If the student wishes to retake a course to improve a grade, the student and parent/guardian/educational rights holder will meet with the counselor and teacher in order to decide if a repetition of course would be beneficial.
  2. If the placement has educational benefit to the student, the student, parent/guardian, personalized learning teacher (PLT), and school director/designee will sign a Repeated Course Request form to be filed in the student's cumulative (CUM) file.
  3. The initial course repeated is marked as an "R" (repeat) on the student's transcript and the course is re-assigned and put on the Master Agreement for the agreed upon term.

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**Courses: Academic Content**

Approved by Board of Directors:

06/17/2016  
ADOPTED

**Board Policy:**

- A. The Board strives to provide meaningful learning time to all students.
- B. No high school student shall be enrolled in any course that lacks educational content unless the student's personalized learning teacher and the school director have determined that the pupil will benefit from being assigned to the course and the student's parent/guardian/educational rights holder has consented in writing to the assignment.

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## **Courses: Academic Content**

Approved by Executive Director:

06/17/2016

ADOPTED

### **Administrative Regulation:**

- A. No high school student shall be assigned to a course without academic content unless the following conditions are satisfied:
1. The student and parent/guardian/educational rights holder will meet with the school director or counselor and teacher in order to decide if the course would be beneficial to the student.
  2. If the placement has educational benefit to the student, the student, parent/guardian/educational rights holder, personalized learning teacher (PLT), and school director/designee will sign a Non-Academic Course Request form to be forwarded to the counseling registrar and then filed in the student's file.
  3. The counseling registrar will add the course to the student's master agreement according to the information provided on the form.

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## **Student Information and Educational Records**

6/14/2019

Adopted

### **Board Policy:**

#### **Definitions**

A. Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School;
5. Records that only contain information about an individual after he or she is no longer a student at the School.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

#### B. Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student.

#### C. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

#### D. Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

### **Disclosure of Directory Information**

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information:

- The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c));
- A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law);
- The recipients of the directory information;
- The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and
- The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information.

The notice shall be in the student handbook or distributed through the school's notification medium. Within 30 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

### **Annual Notification to Parents and Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School;
- A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

### **Parental and Eligible Student Rights Relating to Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director/designee. Within 10 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records within 30 days.

#### **A. Request for Amendment to Education Records**

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The School will respond within ten (10) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

#### B. Hearing to Challenge Education Record

If the School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 10 days before the hearing.

The hearing will be conducted by the Executive Director/designee. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director's decision will be based solely on the evidence presented at the hearing. Within 30 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

### **Disclosure of Education Records and Directory Information**

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent,

guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information.

The School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take action as outlined in policy.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School will disclose education records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- b. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- c. Other schools to which a student seeks or intends to enroll;
- d. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- e. Appropriate parties in connection with a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- f. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- g. Accrediting organizations in order to carry out their accrediting functions;
- h. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- i. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- j. Persons who need to know in cases of health and safety emergencies;
- k. State and local authorities, within a juvenile justice system, pursuant to specific State law.
- l. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged



crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.

- m. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- n. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- o. Other disclosures as provided by applicable law.

### **Requirements in Specific Disclosure Situations**

The School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing as indicated above.

### **Record Keeping Requirements**

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

### **Complaints**

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

#### **Family Policy Compliance Office**

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

## **Suicide Prevention**

Approved by Board of Directors:

06/16/2017

09/12/2014

REVISED

ADOPTED

### **Board Policy:**

The Governing Board recognizes that suicide is a major cause of death among youth and that an even greater amount of youth consider and attempt suicide.. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The Executive Director or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention, intervention, and postvention.

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The school's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the education curriculum in the secondary grades. Such instruction shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the school's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

### **Staff Development**

Suicide awareness and prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/psychologist/social worker and/or in cooperation with one or more community mental health agencies and may include information on:

Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior

Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

How to identify appropriate mental health services, both at the schoolsite and within the larger community, and when and how to refer youth and their families to those services.

School procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups may include, but are not limited to, the following:

1. Youth bereaved by suicide
2. Youth with disabilities, mental illness, or substance use disorders
3. Youth experiencing homelessness or in out-of-home settings, such as foster care.
4. Lesbian, gay, bisexual, transgender, or questioning youth
5. Youth with a history of suicide ideation or attempts
6. Youth who have suffered traumatic experiences

Training may also include programs that can be completed through self-review of suitable suicide prevention materials.

## **Employee Qualifications and Scope of Services**

Employees must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

## **Intervention**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the director or school counselor. The director or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, director, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever the school establishes a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

### **Management Resources:**

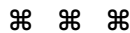
#### CDE SUPPLIED RESOURCES:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.
- Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.
- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>
- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>
- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>
- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amr>
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school’s needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>
- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

WEB SITES

American Psychological Association: <http://www.apa.org>  
 California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>  
 California Department of Mental Health, Children and Youth  
 Programs: [http://www.dmh.ca.gov/Services\\_and\\_Programs/Children\\_and\\_Youth](http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth)  
 California Department of Education’s Youth Suicide Prevention Web page:  
<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>  
 Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>  
 National Institute for Mental Health: <http://www.nimh.nih.gov>  
 Palo Alto Unified School District’s Comprehensive Suicide Prevention Toolkit for Schools:  
<http://pausd.org/ComprehensiveSuicidePreventionToolkit>  
 U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services  
 Administration: <http://www.samhsa.gov>



**At Risk Transient Students**

Approved by Board of Directors:	12/08/2017	12/12/2014
	REVISED	ADOPTED

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**Board Policy:**

- A. The Board wishes to ensure that transient students have equal opportunities to succeed in school and guarantee these students educational stability and remove significant barriers to high school graduation.

- B. This section shall apply to pupils in foster youth, as defined in Section 51225.2, homeless children or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, former juvenile court school pupils, as defined in Section 51225.2, or children of a military families, as defined in Section 49701, herein collectively referred to as "targeted student" and "targeted student populations".

### **PARTIAL CREDIT**

- C. The targeted student populations have a right to be awarded full or partial credits for all work satisfactorily completed upon transferring schools.
- D. Such students wishing to receive partial credit under this policy must notify their teacher, or the admin department, of the student's choice to exercise this right.
- E. Requests should be made at the time a transfer request is initiated or shortly after.
- F. Upon receiving notification, CORE will issue check out grades and calculate and send credits earned on an official transcript to the receiving school.

### **GRADUATION REQUIREMENT MODIFICATIONS**

- G. State law allows targeted student populations who transfer schools after completing their second year of high school to opt to graduate by completing only state requirements if they cannot reasonably complete additional local graduation requirements.
- H. To determine whether a targeted student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the pupil's school enrollment may be used, whichever will qualify the pupil for the exemption.
- I. Within thirty calendar days of eligible enrollment, notification of eligibility must be delivered to student, education rights holder, parent / guardian and social worker, probation officer, LEA homeless liaison as applicable.
- J. Notification must include:
  - 1. student's eligibility
  - 2. how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary education institution
  - 3. provide information about transfer opportunities available through the California Community Colleges.
  - 4. If the school determines that the targeted student can reasonably complete the school's graduation requirements within the pupil's fifth year of high school, notification will include information regarding:
    - a. the student's right to remain in school for a 5<sup>th</sup> year to complete the school's graduation requirements
    - b. how remaining in school for a fifth year to complete graduation requirements will affect the pupil's ability to gain admission to a postsecondary education institution
    - c. transfer opportunities available through the California Community Colleges
- K. Alternatively, targeted student populations also have a right to remain in high school for a 5<sup>th</sup> year to complete local graduation requirements.

- L. Only the education rights holder can exercise the right to graduate or extend enrollment under this policy.
- M. If, upon transfer, a targeted student is initially found ineligible under this policy, they have a right to ask for re-consideration of their eligibility at a later point. If the targeted student is later found to satisfy the requirements, the school will find the student eligible.
- N. Once found eligible, a targeted student's right to graduate according to this policy cannot be revoked, even if circumstances change for the student and they are no longer a member of the targeted student population.
- O. A targeted student cannot transfer schools for the sole purpose of qualifying for this graduation requirement modification.
- P. Complaints of noncompliance with the requirements of this policy may be filed under the school's Uniform Complaint Procedures.
- Q. A complainant not satisfied with the decision of the school may appeal the decision to the California Department of Education.

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### **Pregnant and Parenting Student Rights**

Rights for pregnant and parenting students, include, but are not limited to:

- not be treated differently on the basis of sex
- participate in educational and extracurricular activities, if physically and emotionally able to participate
- not be required to participate in alternative education programs or pregnant minor programs
- have their pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery treated in the same manner and under the same policies as any other temporary disabling condition
- voluntarily take eight weeks of parental leave, or more if deemed medically necessary by the student's physician
- not be required to complete academic work or other school requirements while on parental leave
- return to the school and the course of study in which the student was enrolled before taking parental leave or to elect to participate in an alternative education program
- not incur an academic penalty as a result of the use of these accommodations.

### **Access to Student Mental Health Services**

Students may access mental health counseling services at CORE Butte by contacting their Personalized Learning Teacher, School Counselor or the Director of Special Programs. They may also drop in to the administration building to schedule a meeting with an on site psychologist. To access mental health services within the community, please contact the Butte County Department of Behavioral Health (530) 508-9133, or one of the mental health resources listed below:

**National Suicide Prevention Lifeline** - The lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you and your loved ones. Phone Number: 1-800-273-8255

- Butte County Crisis Line: 530-891-2810
- Butte County Behavioral Health Crisis Lines: 1-800-334-6622 or 530-891-2810
- 24/7 Homeless Emergency Action Response Team (HEART): 1-877-4-RUN-AWAY or 1-877-4-786-2929
- 24/7 Disaster Distress Helpline: 1-800-985-5990 or TEXT TalkWithUs to 66746

**CALIFORNIA SCHOLARSHIP FEDERATION**  
**ATTENTION: FRESHMAN, 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.

CORE is 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 Department or fill out the CSF application on our website, [www.corebutte.org](http://www.corebutte.org). Applications must be submitted during the **open application period** each semester. Application periods are currently September 1<sup>st</sup> through 30<sup>th</sup>, and February 1<sup>st</sup> through 28<sup>th</sup>. **Late applications cannot be accepted according to state rules.** Students will be notified of their application status following the close of the application period. 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. If you have any questions about the program or what is required to qualify, please contact the High School Counselor at your learning center.





A Personalized Learning K-12 Charter School

### Enrollment Compact

CORE Butte offers an alternative homeschool education model that requires one-on-one parent participation. In order to be enrolled with CORE Butte Charter School, a student MUST be able to work independently. If a student does not meet the criteria outlined in this compact, the student should not be enrolled at CORE. Success in independent study requires motivation and a strong commitment on the part of the student and his or her parents/guardians/caregivers. It also requires sufficient academic preparation. Schools typically assess an applicant's likelihood of success in independent study prior to enrollment. [EC Section 51746(b)(1); 5 CCR 11700(d)(1)(B)] CORE Butte's charter states: 'Participation in the Charter School requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians will complete an enrollment and interview process before admission.'

<b>Criteria for enrollment:</b>	<b>Evidence may include:</b>
<i>Student must demonstrate the ability to work independently</i> <i>Student/Parent must work together cooperatively</i> <i>No excessive absenteeism, tardiness, or truancy</i> <i>Limited history of suspension or expulsion</i> <i>Parent has ability and willingness to grade homework regularly and attend meetings during regular work hours (9:00am - 5:00pm)</i>	<i>Report card indicates completed homework, few or no failed classes</i> <i>Parent and student demonstrate a desire and ability to work together</i> <i>Student does not have a history of truancy and is not currently truant</i> <i>Must complete terms of suspension or expulsion from the prior district</i> <i>Parent has committed to grade homework regularly and to attend meetings during regular work hours</i>

A Compact Violation/Missing Assignment Report (CV/MAR) may be issued for missing home study or, learning center homework, missed scheduled meetings, missed IEP tutoring sessions, homework that is not graded, or lack of communication with the Personalized Learning Teacher. A CV/MAR indicates to the team that independent study may not be the appropriate setting for student success. A follow-up letter from the administration to the parent/guardian will be sent. A meeting with the parent/teacher/student team, or a Student Success Team including an administrator, will take place, and a plan will be established to ensure that the compact is fulfilled. The student will be monitored on a weekly basis from that point. If the assigned work is not completed upon the agreed due date, or a future compact violation takes place, a second CV/MAR is issued. If a third CV/MAR is issued, the student will be asked to withdraw and the County School Attendance and Review Board (SARB) may be notified of the truancy.

#### Staff Section:

We understand the importance of the school experience to every student, and our role as educators and models. We agree to carry out the following responsibilities to the best of our ability:

- Provide high quality standards based curriculum, providing assignments that are accessible, relevant and valuable
- Arrive to meetings and classes on time, prepared and ready to support students and parents
- Monitor student progress and make recommendations for intervention when indicated
- Clearly communicate course requirements and class expectations to the student and parents/guardians
- Provide a safe, positive, and supportive learning environment for the student
- Maintain consistent communication with the parents/guardians and student
- Follow all school rules

Director's Signature (on behalf of staff)

Date

#### Student Section:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Participate in curriculum selection, and commit to completing and turn in all assignments by the agreed upon due date
- Arrive to meetings and classes on time, prepared and ready to learn
- Participate in intervention if indicated
- Communicate to my parent and teacher about my learning, and ask for help when I need it
- Bring schoolwork with me and study in the appropriate study areas, taking responsibility for my own behavior on and off campus
- Maintain consistent communication with my parent and teacher to monitor our progress
- Follow all school rules

Student's Signature

Date

#### Parent/Guardian Section:

I understand that my participation in my student's education is critical to success in this program. Therefore, I will carry out the following responsibilities consistently.

- Participate in curriculum selection, commit to grading work on a regular basis, and provide graded work on due date
- Attend meetings during regular work hours, on time, prepared with graded homework
- Learn how to act as my student's primary educator, and fully participate in my child's intervention plan if indicated
- Communicate to my teacher when my student or I are struggling, anticipate missing classes, and ask for help when I need it
- Ensure transportation no more than 15 minutes before and after classes, supporting the learning environment at the school
- Maintain consistent communication with my student and teacher to monitor our progress, including current contact information
- Follow all school rules

Parent's/Guardian's Signature

Date