

Agnes J. Johnson Charter School



Family Handbook 2020-2021

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Mission

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision

Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

Core Values

Environment – AJJCS provides an ecologically-conscious, multicultural, creative, and meaningfully rigorous education provided in a small, positive, and peaceful school environment.

Hands-On – AJJCS encourages students to learn by doing through environmental exploration and outdoor learning.

Sustainability – AJJCS practices and promotes organic gardening, farm to table, solar power, composting and recycling to engrain the power of a sustainable future.

Mindfulness – AJJCS practices and promotes mindfulness or the mental state achieved by focusing one's awareness on the present moment which supports student health, cognition, attention and emotions.

Service Learning – AJJCS guides students in projects supporting local and nonprofit organizations that support our ideals to provide opportunities for our students to contribute designed to affect change in our community and across our country.

Life-long Learning – AJJCS incorporates curriculum and lifestyle activities in every classroom. AJJCS incorporates the knowledge and experience of our core values into every child's education to develop a lifelong love for learning.

Local Farming – AJJCS is connected to our region and will inspire students to work the land, run a business and provide enriching and sustainability-conscious products and services.

Introduction to Family Handbook

This is our Family Handbook, and all parents and students are required to sign the form that affirms that you have read and understand the school's policies and practices. In this manner, it also serves as a parent/student handbook, since it contains most of the policies of AJJCS. Additional policies are listed in the Board Policies. This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about our school. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable policies, State and Federal statutes and regulations, and educated decisions.

Assistance Directory

School Phone Numbers:

(707) 946-2347

Business Office

Absence Clearance	Office Manager
Application Process	Application of Interest Online
Athletic Clearance	Executive Director
Change of Address or Phone Number	Office Manager
Conference with Teacher	School Office or Email Teacher
Discipline	Teacher/Administrator/ Handbook
Grades	Teacher
Immunization Records	Office Manager
Long-Term Illness	Executive Director
Lunch Program	Office Manager
Registration	Office Manager
Student Council	Executive Director
Student Schedules	Executive Director
Theft Report	Executive Director
Transcripts	Office Manager
Uniform Questions	Website/Handbook

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

AJCS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

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

AJJCS does not request nor require student records prior to a student's enrollment.

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

AJJCS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). AJJCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. AJJCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or other person with which AJJCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. AJJCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the AJJCS Uniform Complaint Procedures ("UCP") Compliance Officer:

Elisa Patterson, Executive Director
Agnes J Johnson Charter School
Address: 73 School Road, Weott, CA 97551
Phone Number (707) 946-2347
Email Address: admin@ajjcharter.com

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

Parent Involvement in Governance

Parental involvement is critical, and parents are a key part of the process of supporting and guiding the Charter School. Parents are welcome at AJJCS and are a key part of the learning

process at the Charter School. Parents are welcome to attend Board Meetings. Parents will receive a weekly newsletter of Charter School happenings and important dates, be apprised of test scores across the Charter School and for their individual child, are key in the LCAP development process and their input will be received through surveys and parent forums. AJJCS will strive to enhance relationships with parents through parent education nights, family nights, student showcases, open houses and back to school nights.

To also educate our parents, we will hold parent meetings to answer any questions they have and instruct them on topics of interest like state standards, supporting their children academically and mindfulness. Teachers will provide parents guidance on how they can help their child succeed at home in their studies as well. Teachers will send home progress reports, hold parent conferences, and provide parents information on the website.

The AJJCS culture involves a community of staff, parents, and professionals dedicated to empowering students to achieve their goals. Learning outcomes improve when parents or guardians actively participate in their child's education. Parents are viewed as valued partners at AJJCS and are invited to volunteer in the classroom, participate in Charter School committees and events, and attend Board meetings.

AJJCS will engage parents, teachers and community leaders to meet on a periodic basis to advise on the operations of AJJCS, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how students are demonstrating their learning.

AJJCS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to AJJCS.

Parents bring a wealth of experiences to the school community. AJJCS will hold monthly, bilingual parent workshops presented by the Executive Director, School Counselor, Teachers, Paraprofessionals or other Parents. Below is a table of the topics for the 2020-2021 school year.

Parent Workshops

Month

August

Topic

Orientation to AJJCS

Back to School Night

September

What Assessments does my Child take and
What do the Results Mean?

October

How to Communicate with your Child's
Teacher(s)?

November	How to Support my Child with Homework and Preparing for Assessments and Projects?
December	Family Reading Night and Project-Based Learning Showcase
January	Why is Attendance Important?
February	What Role do Parents play in School Climate?
March	8 th Grade Parents – Preparing for High School Open House
April	LCAP Goals and Workshop How to Support my Child’s Social, Emotional Needs?
May	How can I Help Improve my Child’s Achievement over the Summer?
June	End of Year Celebration and Project-Based Learning Showcase

AJJCS Advisory Committee (AAC)

Parents, students, teachers and staff will participate and collaborate with SHCS through direct partnerships and meetings as well as through the AJJCS Advisory Committee. The purpose of the AAC is to bring parents, students and staff together to accomplish goals that will enhance our school for the benefit of the children’s needs and to build on relations. The AAC will serve on a volunteer basis, to encourage and coordinate parent involvement in school activities, fundraising, and advising the SHCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of the program.

School Site Council (“SSC”)

SSC meetings will be held at least four times annually. The SSC meetings shall be in accordance with the Brown Act. SSC is composed of ten (10) members representing all the stakeholders which include: one (1) administrator, three (3) teachers, one (1) non-certificated employee, and five (5) parents, all nominated and elected by those groups they represent. The SSC at AJJCS will be the vehicle through which the school community comes together to chart the Charter School’s plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

- Annually develop and approve the Single Plan for Student Achievement
- Review and revise School Safety Plans
- Develop site level parent involvement policy

- Advise the Charter School on the parent involvement policy
- Review the Charter School parent compact (Title I)
- Advise the Charter School in the development of the Local Control and Accountability Plan

English Language Advisory Committee (“ELAC”)

To the extent that AJJCS has more than 21 identified English Learners, regardless of the types of programs offered at the Charter School, AJJCS will maintain an English Language Advisory Committee. The ELAC will meet four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a Teacher or Program Lead and parents of English Learners. Translation is provided by parents and staff. The purpose of ELAC is to provide parents of English learners the opportunity to:

- Participate in the Charter School’s needs assessment on any issue, not limited to those pertaining to English Learners
- Advise the team leads and Charter School staff on the Charter School’s program and services for English Learners
- Provide input on the most effective ways to ensure regular Charter School attendance
- Advise the Charter School on the annual language census
- May advise the School Site Council on the development of the Local Control and Accountability Plan

Ongoing School-Home Links

In accordance with the AJJCS ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the AJJCS, and to help Charter School staff understand the needs, wishes, values, and culture of parents and students. Every staff member will serve as a facilitator of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of AJJCS, the educational approach, and a description of volunteer opportunities;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents to committee meetings and Charter School functions;
- Training in how the AJJCS’ assessment process works;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to help parents support their children’s education; and
- Charter School celebrations.

Parent Observation of Class

Parents are entitled to visit their students’ classrooms for the purposes of observation. In accordance with Ed Code 51101, at least 24 hours’ notice is required before the visit may take place. Administrators reserve the right to accompany a parent to a classroom for an observation. Parents who are observing classrooms are required to follow Visitor procedures: check into office, receive visitor pass, and check back into office and return visitor pass when leaving the campus.

Parent Procedure for Contacting Staff

When the need arises for a conference with a teacher, counselor, or an administrator, the first step is to contact that person via email or phone. Email addresses are available on the Agnes J. Johnson Charter School's Website:

Communication between parents, students and faculty is important to everyone. The following steps are in place to address concerns:

1. The first contact must be with the teacher either by email or a note of message with the office.
2. If the teacher has not responded within one (1) school day, then the second contact may be with the Executive Director either by email or phone call (voice mail).
3. If the concern remains unresolved, a conference between parent(s), teacher, and an administrator should be scheduled.

Visitor Policy

All Visitors

No person may visit a classroom during school hours unless a provision has been made with a Charter School faculty member. If a visitor is permitted to enter the campus, they must first check-in at the school office, and a visitor pass must be worn at all times. When checking in/registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. All visitors are expected to be respectful and non-disruptive to the educational and work environment.

Classroom Visits

Potential and current parents/legal guardians are welcome and encouraged to observe/visit their pupil(s) during class. It is recommended that parents schedule a time in advance to preserve instructional time. Persons who visit campus must dress and act as role models at all times.

Parents/legal guardians who would like to visit their child(ren) during school should do the following:

1. Arrange a time to visit the classroom with the pupil's teacher or for a general school visit, the time should be arranged with the school's administrative office manager (visits must be arranged in advance)
2. Check-in at the school office immediately upon arrival (the school office will issue a visitor's pass)
3. Go immediately to authorized classroom or location agreed upon
4. Follow staff's instruction
5. Observe quietly, without interrupting instruction or students
6. If visiting a classroom, hold questions for teacher until after the school day

Parents/Guardians and Other Visitors Do Not Have the Right To:

1. Willfully interfere with the discipline, order, or conduct in any school classroom or school area or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.

2. Disrupt class work or extracurricular activities, or cause disorder in a place where a school employee is required to perform his or her duties.
3. Use electronic listening or recording devices in a classroom without the teacher's and Executive Director's written permission.

Non-Custodial Parents

This school abides by the provision of the Family Educational Rights and Privacy Act ("FERPA") with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, a school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of that court order.

Divorced or separated parents must file in the school office a court-certified copy of the custody diction of the divorce or separation decree. The school will not be held responsible for failing to honor arrangements that have not been made known in writing.

Government Officials

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. CCMS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by CCMS, consistent with the law. The CCMS Board of Trustees and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Removal of Visitors and Volunteers

The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt CCMS's orderly operation. If consent is withdrawn by someone other than the Executive Director, the Executive Director may reinstate consent for the visitor if the Executive Director believes that the person's presence will not constitute a disruption or substantial and material threat to CCMS's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor

that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a conference with the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Executive Director with fourteen (14) days of the denial or revocation of consent. The Executive Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the request. If no resolution can be agreed upon, the Executive Director shall forward notice of the complaint to the CCMS Board of Trustees. The CCMS Board of Trustees shall address the Complaint at the next regular board meeting and make a final determination.

At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

The Executive Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

Disruptive conduct may lead to CCMS's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Volunteer Policy

Volunteers

Parental and community involvement at AJJCS is welcomed and encouraged. In order to become an AJJCS' volunteer, interested persons must read and understand AJJCS' volunteer code of cooperation and complete all required volunteer procedures prior to acting as a volunteer. Volunteers must be approved and assigned by school administration. Volunteering is not required.

Volunteer Mission

The purpose of the AJJCS' Volunteer Program is to strategically leverage volunteers' talents and expertise in order to engage and improve *all* students.

What is a Volunteer?

A volunteer is any person, not employed by AJJCS, who is present on the school campus for the purpose of aiding students and/or staff at the Charter School. School "volunteer" does not include school "visitors" (i.e., parents/legal guardians observing their child's classroom and who remain under the direct supervision of a teacher at all times; persons who chaperone school events/field trips, participate in a one-time school activity, or who have limited contact with students or staff and who are accompanied by a certificated employee; guest speakers; and/or job-shadowing events).

Volunteer Process

If you are interested in becoming an AJJCS' volunteer, you must:

- Fill out the AJJCS volunteer application (located in the school office).
- Meet minimum health and safety requirements (e.g.; up-to-date tuberculosis test; Department of Justice clearance)
 - Volunteers who are not directly supervised by staff and who may have contact with students will be fingerprinted and receive background clearance prior to volunteering.
 - Volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to initiating a volunteer assignment as required by Education Code Section 49406.
- Receive designated approval from school administration.
- Accept volunteer assignments by completing the volunteer's code of cooperation.

Volunteers will be strategically assigned based on individual talent and school need.

Volunteer Expectations

If given a volunteer assignment, you must:

- Arrive timely and reliably
- Sign-in and out in the school office
- Work designated tasks only
- Follow the school's student code of conduct, the volunteer code of conduct, and any other school rules
- Serve as a positive role model

Volunteer Code of Cooperation

Volunteers agree to:

- Follow the school and classroom codes of conduct.
- Engage and support all students, not just one child.
- Promote positive partnerships between the teachers, students, and staff.
- Reinforce school and classroom rules.
- Support all students regardless of a student's religion, race, ethnicity, sexual orientation, disability, and/or age.
- Reinforce classroom learning with all students.
- Support school personnel in the effective operation of the school.

This Code of Conduct is an unsigned agreement between the Parent, Caregiver, Visitor, and AJJCS.

At AJJCS, we are very proud and fortunate to have a very dedicated and supportive school community. At our school the staff, governors, parents and caregivers all recognize that the education of our children is a partnership between us.

We expect our school community to respect our school code, keep our school tidy, set a good example of their own behavior both on school premises and when accompanying classes on school visits.

In addition, we also expect our parents, caregivers and visitors to keep our children safe by adhering to the school's request to park safely outside the school gates during morning and afternoon collections.

As a partnership we are all aware of the importance of good working relationships and all recognize the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and caregivers to participate fully in the life of our school.

The purpose of this code of conduct is to provide the expectations around the conduct of all parents, caregivers and visitors connected to our school.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Where issues arise or misconceptions take place, please contact your child's teacher or the Executive Director, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the school's complaints procedure. ***A copy of the complete Policy is available upon request at the Charter School office and on AJJCS' website.***

This code aims to clarify the types of behavior that will not be tolerated and seeks parental agreement to these expectations.

The code of conduct also sets out the actions the school can take should this code be ignored or where breaches occur.

Behavior that will not be tolerated:

- Disruptive behavior which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Any inappropriate behavior on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/caregiver or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other

written communications (including social media) to anyone within the school community.

- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook or other sites.
- The use of physical, verbal, or written aggression toward another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, consuming, or possessing illegal drugs, and consuming alcohol on school premises.
- Dogs being brought on to the school premises (other than service dogs)

Should **any** of the above occur on school premises or in connection with school the school may feel it is necessary to take action by contacting the appropriate authorities or consider banning the offending adult from entering the school premises in accordance with the School's Visitor Policy.

Thank you for abiding by this code in our school. Together we create a positive and uplifting environment not only for the children but also all who work at and visit our school.

It is important for parents and caregivers to make sure any persons collecting their children are aware of this policy.

What happens if someone ignores or breaks the code?

In the event of any parent/caregiver or visitor of the school breaking, this code then proportionate actions will be taken as follows:

In cases where the unacceptable behavior is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats or violence and actual violence to any child, staff, or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyber bullying. In cases where evidence suggests that behavior would be tantamount to libel or slander, then the school will refer the matter to legal for further action. In cases where the code of conduct has been broken but the breach was not libelous, slanderous, or criminal matter, then the school will send out a formal letter to the parent/caregiver with an invite to a meeting.

If the parent/caregiver refuses to attend the meeting then the school will write to the parent/caregiver and ask them to stop the behavior causing the concern and warn that if they do not they may be banned from the school premises in accordance with the School's Visitor Policy. If after this behavior continues, the school may prohibit the parent/caregiver from the campus in accordance with the Visitor Policy.

Note: A ban from the school can be introduced without having to go through all the steps offered above in more serious cases.

Issues of conduct with the use of Social Media

Most people take part in online activities and social media. It is fun, interesting and keeps us connected.

The School has a Facebook page which allows parents to receive and respond to messages about school events. We encourage you to positively participate if you wish.

Within these spaces however we ask that you use respectful language when discussing school life online.

‘Think before you post’ We ask that social media, whether public or private, not be used to fuel campaigns and voice complaints against the school, school staff, parents, or children.

We take very seriously inappropriate use of social media by a parent to publicly humiliate or criticize another parent, member of staff or child.

If parents have any concerns about their child in relation to the school as we have said above, they should:

1. Initially contact the class teacher
2. If the concern remains, they should contact the Executive Director
3. If still unresolved, file a complaint through the complaint’s procedure

Online activity which we consider inappropriate:

- Identifying or posting images/videos of children
- Abusive, discriminatory, or harassing comments about staff, governors, children, or other parents
- Posting obscene, defamatory, or libelous comments
- Emails circulated or sent directly with abusive comments about staff or children
- Using social media to discuss issues about individual children
- Threatening behavior, such as verbally intimidating staff, or profanity
- Breaching school security procedures

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the actions outlined above.

Student Success Team (SST)

When a child is struggling, his/her teacher may schedule a meeting with the parent, teachers, student (if appropriate), site administrator, and others who are familiar with the student. The purpose of the meeting is to identify the student’s strengths and challenges, to ask and answer questions related to the student’s performance, to determine what has worked and what more can be done by whom and when. Copies of the SST plan will be distributed to all stakeholders for immediate implementation. A follow-up SST meeting to evaluate how the SST plan is working and to make any additions or changes to the plan will be scheduled. The SST process is an essential step in assessing whether or not a student requires more intensive intervention and investigation into patterns of strengths and weaknesses.

Teacher Involvement

AJJCS views teachers as the experts in curriculum and instruction. As the primary executors of the AJJCS' educational program, they are the day-to-day stewards of the AJJCS' mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and teachers will have weight in all areas of Charter School decision-making. Teachers will confer among themselves and with administration to discuss concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues.

Student Involvement

Students' voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. AJJCS has a duty to be responsive to all students' needs and interests, so long as they are consistent with the AJJCS' mission and vision.

Enrollment

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Transitional Kindergarten

The Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to the Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at the Charter School shall be considered existing students of the Charter School for purposes of the Charter School's admissions, enrollment, and lottery.

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will either be in a homogenous class or a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations.

Attendance

Students who attend school regularly derive the most benefit from the instructional program. Students with good attendance records achieve higher grades, enjoy school more, are more successful in their pursuit of higher education, and are more employable after leaving school.

State law requires that every pupil shall attend school punctually and regularly and conform to the regulations of the school.

Students must attend class regularly; that work missed because of school related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible. Parents of students who are frequently absent from or tardy to class will meet with the Executive Director.

Absences

Excused Absences: Excused absences are those that are recognized by the state as legal excused absences: illness, official quarantine, medical/dental appointments, funeral services for member of immediate family, and religious instruction/exercises (up to four days per month). School excused absences include: field trips, athletic and academic events, school office appointments, suspensions. Personal excused absences are recognized by the school as being justified: appearance in court, holiday or ceremony of student's own religion, attendance at a naturalization ceremony to become a U.S. citizen, verified family emergency.

Unexcused Absences: Absences not defined above as excused are unexcused absences and they include: unverified absence, truancy (there are no school sanctioned "ditch" days), absence due to leaving campus without permission, tardy more than 30 minutes to any period, vacation.

Absence Verification

When a student is absent from school for any reason, the parent must notify the school office. A phone call the day of the absence by the parent or guardian is acceptable. A note, phone call, voice message or email stating the reason for the absence on or before the return day is preferred. All absences must be cleared within three (3) calendar days from the last consecutive day of absence. After that time, all absences will be considered unexcused. Under state funding guidelines, it is fraudulent for a parent to falsely excuse a student's absence or tardiness. After 14 excused absences verified by a parent, all subsequent excused absences must have a doctor's note in order to be excused.

Tardies

A tardy occurs when the student is not in their assigned seat when the class begins. Students who arrive late to school due to medical, dental or court appointments must have a doctor or court verification. Without verification, the student will be given an unexcused tardy readmit to class.

If a student arrives late to school, he/she must report to the office for a pass to class. More than three tardies to any individual class per semester is considered excessive. Excessive tardiness may result in the referral to the Executive Director. A student who is tardy or absent for more than any 30-minute period during the school-day without a valid excuse on three occasions in one school year, is a truant tardy (TT) and shall be reported to the Executive Director. The Executive Director will refer the student to the School Attendance Review Team ("SART") that will meet monthly and prioritize the students with the greatest number of unexcused absences, tardies and truant tardies.

Makeup of School Work

Students shall be allowed to complete, to the extent reasonably possible, all assignments and tests missed due to excused, justified excused, and school excused absences. Generally, a student will have one day to make up work following a one-day absence, two days following a two-day absence, and so on. However, students should plan to make up all work within a week. In the event of a lengthy illness, the student should see their counselor to make special arrangements. Makeup work shall, where practicable, be reasonably equivalent to work missed. It must be recognized that it may not be possible to meet certain objectives taught during the absence regardless of the reason for the absence.

Extended Absence due to Illness

After the parents have notified the school office of the student's absence, the parents should check the teacher's website for missed assignments and contact teachers via email or phone for clarification of assignments.

Independent Study Contracts

Students who attend school regularly derive the educational benefit. Parents must request Independent Study Contract from the teacher a minimum of 2 weeks prior to absence. The Executive Director's decision on approval is final. Parents should understand that an Independent Study Contract cannot replicate the education within the classroom and that such absences, and the subsequent missing of important information, can affect a student's grade on tests and projects. It is the student's responsibility to check-in with teachers upon return to school for any additional work missed.

Teachers will assign work, and that work must be completed and returned on the student's first day back in class. If the work is complete, the absences will be identified as Independent Study. If the work is incomplete, the absences will be identified as Unexcused. It is probable that the student will be referred to the School Attendance Review Team for lack of completion of Independent Study Contract.

Attendance Eligibility

Any student who is unable to be present for a full day of classes is not permitted to attend an athletic or school function (dance), represent AJJCS at another school, or participate in any athletic or school-scheduled event that takes place in the afternoon or evening of the same day or the prior Friday of a weekend event. Exceptions to this are absences due to:

- School-sponsored outings (e.g. field trip, retreat).
- Funeral of an immediate family member.
- Doctor/dentist appointment (prior written notice required).
- Extenuating circumstances with the approval of the Executive Director.

In the case of a Saturday or Sunday game or school event, students must fulfill Friday's requirement in order to participate.

Tardies will not make a student ineligible on the day of the activity; however, if a student develops a pattern of tardies, he/she will not be allowed to participate in the scheduled activity.

Student Attendance Review Team (“SART”)

The Student Attendance Review Team (“SART”) is a school based team developed to assure students come to school every day and on-time. It is Agnes J. Johnson Charter School’s hope that by working together, we can assure students attend school regularly.

Education Code 48263 states that students must attend school on a regular basis. Administrative action shall be taken with students who have excessive absences, whether excused or unexcused. This will result in referral to the SART.

Early Dismissal & Release of Students

Pupils may not leave school grounds for any reason during the school day, including at recess and lunch unless accompanied by a parent or guardian except to obtain confidential medical services for students in grades 7-12. If arrangements have been made and the child is to be picked up prior to dismissal, the parents or legal guardian must present himself/herself to the Charter School office (**not the classroom**) before the child is released, show a valid state issued identification card, and sign the student out of school. Parents must arrive to the Charter School office in order to request the early release of a student (Requests via phone call will not be accepted.).

A valid state issued ID must be presented at the time of early pickup

1. Students will be released during school hours only when the school administration or designee is assured that the person making the request is the custodial parent/guardian or authorized designate.
2. A student may be removed from school under the following circumstances:
 - a) Law enforcement officers may be contacted by the school administration or designee to remove a student from school without parent authorization for disciplinary or safety reasons. Parent/guardian will be notified as soon as practicable.
 - b) Anyone officially responding to a medical emergency call may remove a student without prior parental authorization.
 - c) Any agency must have a written administrative or court order directing the Charter School to give over custody of the subject child. Proper identification is required before the student may be released.
3. A student may be released to his or her custodial parent(s)/legal guardian(s). When in doubt as to who has custodial rights the school enrollment records must be relied upon or the most current court order provided to the Charter School. **Parents have the burden of furnishing the Charter School with accurate, up-to-date information.**
4. Both the father and the mother of the child are equally entitled to access to the child unless access is denied by a court order provided to the Charter School.
5. Prior written authorization from the custodial parent(s)/guardian(s) is required before releasing a student into non-custodial custody unless an emergency situation justifies a waiver as determined by the school administration or designee.

6. Students involved in athletic events, co-curricular activities or extracurricular activities may be allowed to have early release from school according to the procedures established for those programs under the school's guidelines.
7. During the school day, students are released only to those adults who have explicit permission to pick up that particular child. At the beginning of each school year, parents are asked to fill out an emergency card that includes families and friends who are authorized to pick up their child. If school is in session, the authorized adult must go to the office (not the classroom) and request the child by name and sign a release form. The child is then called to the office and both child and adult leave together. The school assumes no liability in cases where students leave the premises in violation of the above policy.

Involuntary Removal from the School

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

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

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

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

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

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed per the procedures above, or if the parents fail to attend a required SART meeting, the Charter School will notify the district attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code including immigration status, pregnancy or association with an individual who has any of the aforementioned characteristics).

Attendance Reports

The superintendent, or designee, will gather and report to the board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Administration of Medications

The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering prescription OR the counter medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

Furthermore, all medications must be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian. The container must be identified with the following information: student name, name of medication, doctor's name and phone number, pharmacy, and phone number.

The Office Manager and front office staff are authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the reception area. Students are responsible for coming to the Charter School office to receive their medication at the appropriate time unless there is an accommodation in an IEP/504. Students are not allowed to have medication in their possession or in their backpacks. This includes any over the counter medication (Tylenol, etc.). Please turn in all of the proper paperwork ahead of time.

The Charter School is required to provide emergency epinephrine auto-injectors to the school nurse or trained designated personnel. The Charter School nurse or trained designated personnel may, but are not required to, use the epinephrine auto-injectors to provide emergency medical aid to students.

A copy of the complete Policy is available for review in the Charter School office and on AJJCS' website.

Notifications

A student who becomes ill or injured during the day must report to the school office. The School Office will make every attempt to notify you if your student is injured or becomes ill. We will call the numbers listed on your emergency card. Please contact us if there are any changes during the school year. Keeping the card updated will save time when we need to contact you and it will help us provide better service to your student. Please inform the school office about any medical problems your child may have. If we are unable to reach you in an emergency situation we will call 911. Parents are responsible for their own medical insurance, since the school does not provide any.

When to Keep My Child Home III?

When your child is ill, with a fever of over 100°, the evening before or the day of school, please keep your child home. Children who run a fever, vomit, experience diarrhea, coughing, sore throat or other cold/flu related symptoms are not ready for a rigorous day of school. They need at least 24 hours of rest before returning to school. If you would like to know your child's homework, please check the teachers' websites.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, AJJCS follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. Clarion will comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Clarion will maintain student immunization, health examination, and health screening records on file.

The immunization status of all students will be reviewed periodically. Those students who do not meet state guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

1. AJJCS will comply with all applicable state and federal laws affording protection to individuals with a disability or medical condition.
 - a. Immunization shots are required to enter kindergarten and should be up to date for all students.
 - b. Under the California Child Health and Disability Prevention Law, all children entering the first grade must have received a health screening examination within the past 18 months. This consists of a medical, developmental, and nutritional history; a complete physical examination; necessary immunizations; and tests for anemia and urine problems, tuberculosis, vision, and hearing; and dental screening.
2. The Charter School will not provide anyone with aspirin or other medications that have not been designated and agreed upon on the signed parent waiver. The Charter School will always notify parents before administering any type of medication. Notice can be through signed parent waiver.
3. Medications to be administered at school must be accompanied by a medical authorization form (available at school office). Any medication to be administered at school must be in the original and current prescription container and the student's name and instructions clearly marked by a pharmacist or doctor. At no time should a student have any kind of medicine in his/her possession, desk, cubby, locker, or backpack.

Please do not send any medication to school with your child as it may get into the hands of another child. Parents must bring prescribed medication directly to the school office. All medication must be dispensed through the school office including cough drops and sore throat lozenges whether or not prescribed by a medical doctor. If your child needs to take prescription medication on a temporary or permanent basis while at school, a medication form needs to be on file at the school before we can administer the medication. A signed statement from a licensed prescriber must be included that includes:

- Name of the student;
- Name of medication and dosage amount;
- Frequency and time of administration;
- Date of the order and discontinuation date if applicable; and,
- Any known drug allergies or reactions.

It is the responsibility of the parent to keep track of medication expiration dates and keep medicine up to date. In addition, every child should have an up-to-date medical card on file at the school.

The school reserves the right to determine if a child is well enough to attend and/or be readmitted to class. The minimum amount of days that a child must remain at home when they are suspected to have a communicable disease is three days (including weekend days).

A parent or guardian having control or charge of any student may file annually with the Executive Director a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his or her student. Thereupon the student will be exempt from any physical examination, but whenever there is a good reason to believe that the student is suffering from a recognized contagious or infectious disease, he or she will be sent home and

will not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

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

These required immunizations include:

Child’s Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for</p>

	diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and varicella (varicella requirement for 7th grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
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Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to AJJCS, shall be allowed to enroll at AJJCS without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

1. “Grade span” means each of the following:
 - a. Birth to Preschool.
 - b. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - c. Grades 7 to 12, inclusive.

Communicable Diseases/Conditions

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable disease should phone the school immediately so that other students who have been exposed to the disease can be alerted. Some of the most common of these diseases are chicken pox, head lice, pinkeye and ringworm. Unimmunized students may be excluded from attending school during an outbreak of, or after exposure to, any of these diseases for the protection of the student and others (17 CCR§ 6060).

Diabetes

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

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

Returning to school after a serious illness/injury

When a student is injured on or off campus and returns to school with a cast, crutches, splints, etc., he/she needs a doctor’s clearance. This clearance should include any physical limitations or

special instructions (e.g.: No PE for a week). Without a written medical clearance, the student will be excluded from school. This is done for the protection of your child as well as for the safety of others.

Home/Hospital Study

Home/Hospital Study is provided to students who cannot attend school due to health reasons as prescribed by the student's physician. Carlson Home Hospital is sent to meet regularly with the student at home. Not all curriculum is available via home/hospital instruction. Home/hospital study must be approved in advance and arranged through the site administration.

Sports Eligibility

The Scholastic Eligibility Policy requires that students maintain a grade point average of 2.0 or higher in a grading period to be eligible to tryout, start or continue in a program/sport. The grade point average is based upon the previous term grades in all courses, including 8th grade for 9th grade participation. Students must also be passing their current classes. If an athlete falls below a passing grade of 70% then they must enter into an academic contract. During that time, students are allowed to participate in practice but not in games until academic requirements are met.

Prior to participation all athletes must submit their athletic information forms, including evidence of a physical exam. Athletes are also required to provide evidence of insurance (C.I.F. or acceptable family health coverage).

Students enrolled in Special Education programs who are ineligible may complete a petition process to determine whether their potential ineligibility is due to their disability. Petitions are to be made through the Dean of Special Education and site administration.

The Executive Director has the right to consider special cases if there are extenuating circumstances that should be considered regarding the scholastic eligibility of the student. Extenuating circumstances are generally a hardship or family situation beyond the reasonable control of the student. The decision of the Executive Director shall be final.

Athletic teams may wear their uniforms on game days only with approval of coach and Executive Director.

Physical Examinations and Right to Refuse

Students will be screened for vision, hearing, and scoliosis. AJJCS will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the school.

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

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

Feminine Hygiene Products

AJJCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Prevention of Human Trafficking

AJJCS shall identify and implement the most appropriate methods of informing parents and guardians of students in grade six (6) of human trafficking prevention resources.

Parent and Family Engagement Policy

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

Emergency Drills

Emergency drills are conducted during the school year to provide the safest possible environment for our students in case of a disaster. Drills are for practice so that everyone will be prepared should a real emergency occur. Emergency drills may include, but are not limited to, fire drills, earthquake drills, and/or lock-down drills. Procedures are reviewed with staff members and students. The campus will have an emergency bin where water and other emergency items will be stored.

Student Health and Safety Policies

Mental Health Services

Your student's safety and wellness are of paramount importance to us. Happy, well-balanced students will be the most successful in school and life in the long run!

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

Available on Campus: If your student is experiencing a challenging time in their life, please contact the Executive Director to discuss options for support.

Available in the Community:

- Humboldt County Behavioral Health -707-268-2945
- Crestwood Behavioral Health Center – 707-442-5721

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Health & Wellness Policy

Please do not send candy, soda, energy drinks, spicy chips, or items that must be heated in a stove or microwave to school. These items hinder children’s concentration and ability to perform. In addition, glass containers and/or glass items are not allowed at school as they pose safety concerns. The school aims to teach, encourage, and support healthy eating; therefore, we discourage excessive junk food.

Suicide Prevention Policy

Agnes J. Johnson Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. Please contact the Main Office for a copy of this policy.

Child Abuse Reporting Law Requirements

All AJJCS’ staff members are mandated by the State of California to report any reasonable suspicion of child abuse to Child Protective Services.

Child abuse includes but is not limited to:

- Physical abuse and/or corporal punishment
- Emotional abuse and/or deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and/or exploitation

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By law, the school is not responsible for contacting the parent or guardian if a social worker comes to speak with a

child. The child will have the opportunity to have a school staff member in with them during the interview.

Excursions and Field Trips

Field trips are part of the student's learning experience and are part of the school curriculum. Students may participate in educational excursions and field trips related to the content of courses studied. Permission, in writing, must be obtained from a parent or guardian before a student is allowed to participate. Verbal permissions are not accepted.

Means of transportation is to be included on the permission form. All educational excursions and field trips are supervised by faculty and other individuals approved by the Executive Director. If the trip is for an extended period of time or with a specific class, students are responsible for informing all other teachers not participating in the trip and responsible for all class work missed.

Students on behavior contracts may be denied participation by the Executive Director. Field trips are an extension of the school program and all school rules apply, including the dress code policy.

Educational study trips include walking trips, trips by vehicles as well as by bus.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

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

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their

child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Pregnant and Parenting Students

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

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

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

Elisa Patterson, Executive Director
Agnes J Johnson Charter School
Address: 73 School Road, Weott, CA 97551
Phone Number (707) 946-2347
Email Address: admin@ajjcharter.com

A copy of the UCP is attached in Appendix E. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Compliance Officer.

Human Trafficking Prevention

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

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

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

Availability of Health Insurance

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

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

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCaregiverenew_CC.pdf

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

Emergency Procedures

Each family must have an emergency card on file in the school office. This card must be updated yearly. In the event of illness or injury, the parents or another person indicated on the emergency card will be called. It is extremely important to name someone who can pick up and care for your child if you are not available. Only adults over the age of 18 and who are listed on the emergency

card will be permitted to sign out and pick up students. You must show a photo ID in order to pick up the student. **It is your responsibility to timely report changes in address, phone number, or information on the emergency card.**

Disaster Preparedness

The following instructions have been adopted by AJJCS to ensure an effective response following a major disaster. These rules have been designed to provide for the health requirements of employees and students alike.

1. If a major disaster occurs and damage is extensive, we ask all parents to park their car away from the parking lot entrance to allow for entrance of emergency vehicles.
2. Once you arrive at the Charter School, please follow the directions of personnel.
3. Please do not call the Charter School. This will tie up the phone lines preventing emergency calls from going out.
4. No child will be permitted to leave the premises until signed out by a parent, guardian or by emergency card signatory.
5. Children will be held for 72 hours if a parent cannot be contacted or enter the Charter School, and then we will relocate them to a pre-designated local emergency shelter.

It is most important that students be taken home as soon as possible. Parents are urged to cooperate fully with Charter School personnel. Please remember to keep access routes to the Charter School open for emergency vehicles and equipment. ***A copy of the Charter School's policy and procedures is available upon request.***

Student Awards Recognition Program

Students will be recognized for excellence in attendance, academics, citizenship, and special efforts. Accomplishments will be recognized monthly with the major awards being presented at the quarter, semester and end of the year awards assemblies. The objective of the recognition program is to acknowledge and encourage positive accomplishments while discouraging negative behavior. Staff will identify award recipients based on the established criteria.

Reclassification Celebration: This award is presented to each student who is reclassified from being an English Learner to being Fluent English Proficient as determined by their scores on the previous year's standardized tests, ELPAC scores, and teacher recommendation.

Special Populations

Child Find

AJJCS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the SELPA and the authorizing District. These services are available for special education students enrolled at the Charter School. AJJCS

offers high quality educational programs and services for all students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Special Student Requests/Accommodations

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Under Section 504 of the Rehabilitation Act of 1973, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related services designed to meet the student's individual needs as adequately as the needs of nondisabled students. Students may be disabled and entitled to services even if they are not eligible for services pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA).

Should your child require special accommodations due to an actual or perceived disability, please immediately notify the special education coordinator in writing. Once notified, the Charter School will convene a Section 504 Team meeting to determine the student's need for special services, aids, and/or accommodations. Parents/guardians will be invited to participate in this meeting and will receive notice of the procedural safeguards guaranteed by law.

For more information regarding disability accommodations and/or special requests, please contact the Director of Student Services. A copy of the Charter School's Section 504 policies and procedures is available upon request.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. AJJCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education, Special Education Local Plan Area, ("SELPA"). These services are available for special education students enrolled at AJJCS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. AJJCS collaborates with parents/guardians, students, teachers, and other agencies in order to appropriately serve the educational needs of each student.

AJJCS will follow the SELPA policies and procedures in seeking, identifying, and serving students who may qualify for special education programs and services to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. If you believe your child may be eligible for special education services, please contact Elisa Patterson, Executive Director at (707) 946-2347.

The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. Students and parents/guardians have the complaint rights afforded to them under state and federal law, including the right to file a due process complaint.

A copy of AJJCS' policies and procedures is available upon request.

Referrals for determination for eligibility for special education and services may come from teachers, parents/guardians, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (“SST”). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

AJJCS will support all students with disabilities (“SWD”). AJJCS will provide designated services to students with disabilities based on their IEP through an on-site staff member who holds the appropriate credential or by an outsourced educational service provider. Students will be offered a continuum of services in the least restrictive environment based on their progress toward meeting their IEP goals. As a student enters AJJCS, a 30-day IEP will be held to define the present levels of functioning and services to be provided. Special attention will be paid to transition plans as part of student’s IEP. As students transition to middle school, high school and college or career, the staff will work directly with the student and their family to develop transition plans and goals. Students with disabilities and who are English Learners will be appraised by the IEP team to determine if reclassification is appropriate for him/her in review of reclassification criteria and progress toward IEP goals. Students with disabilities will receive instruction or monitoring based on their IEP goals. AJJCS is committed to providing a continuum of services in the least restrictive environment.

Section 504

AJJCS is solely responsible for its compliance with Section 504 and the Americans with Disabilities Act (“ADA”). All Charter School facilities are accessible for all students with disabilities in accordance with the ADA. AJJCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any AJJCS program. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by AJJCS. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Superintendent. ***A copy of the Charter School’s Section 504 policies and procedures is available upon request.***

English Learners

AJJCS is committed to the success of its English Learners (“EL”) and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. AJJCS will meet all applicable legal requirements for ELs as they pertain to annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher qualifications and training, reclassification to

fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Monitoring English Learner Progress

The teachers will utilize the EL folders and collect work samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor reclassified English Proficient students for a minimum of four years. The Superintendent will maintain a list of students who are identified as ELs with English Language Proficiency Assessments for California (ELPAC), CAASPP, date of entry to US, and Reclassification data. AJJCS also maintains grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each EL has an English Language Development (“ELD”) Folder to track academic progress. AJJCS will maintain ELD information including: Home Language Survey, ELPAC results, Reclassification Forms, and Years 1-4 monitoring forms. AJJCS will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the CAASPP.

Immigration and Education Rights

The Charter School will comply with the requirements of AB 699. The Charter School will adopt policies that align with guidance issued by the California Attorney General. For more information, please see Appendix B: Letter to Families Regarding Immigration and Education Rights.

Education of Foster and Mobile Youth

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

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

5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

Foster Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to AJJCS, the Governing Board shall designate a foster youth liaison. The Governing Board designates the following position as AJJCS liaison for foster youth:

Elisa Patterson, Executive Director
Agnes J Johnson Charter School
Address: 73 School Road, Weott, CA 97551
Phone Number (707) 946-2347
Email Address: admin@ajjcharter.com

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

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

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and

Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

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

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

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

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

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

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally

identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

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

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. *A copy of the Uniform Complaint Policy and Procedures is available in Appendix E.*

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. *A copy of the complete Policy is available upon request at the Charter School office and on AJJCS' website.*

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

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

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Contact Information

The Charter School Liaison serves as a guide for homeless students and unaccompanied youth in the enrollment process with AJJCS. The Liaison is responsible for making placement decisions for homeless students.

Charter School Liaison: The Superintendent or designee designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Elisa Patterson, Executive Director
Agnes J Johnson Charter School
Address: 73 School Road, Weott, CA 97551
Phone Number (707) 946-2347
Email Address: admin@ajjcharter.com

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

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

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

Dress Code

AJCS has developed a schoolwide dress code designed to make the campus safe and secure and to keep the dress code of our school appropriate. The following dress code is in effect on school days and at all school functions on or off the campus, unless another dress is specified.

- All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Dress hemlines, shirt bottoms and pant cuffs must be neatly hemmed. Garments with frayed edges, torn or with holes are not appropriate for the school setting. Garments shall be sufficient to appropriately conceal undergarments at all times.
- Articles of clothing, which display gang symbols, profanity or products and slogans which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. No professional athletic team logos and names are permitted on hats, jerseys, shorts, and pants. University or college clothing is acceptable.
- Metal accessories and jewelry, including exposed body piercing jewelry, pocket chains, studs, sharp jewelry or spikes, which presents a hazard to health or safety, are prohibited. Web belts with military style buckles or belts with emblem, engraving, initials, etc. are not permitted. Belts must be no longer than 6 inches after buckling. Oversized buckles or chains may not be worn. Wallets with chains are not permitted.
- Oversized clothing is inappropriate and may create a safety hazard. Pants must stay up on the hips without the use of a belt and should not cover shoes. No clothing identifiable as gang attire or clothing the administration considers denoting gang involvement is permitted. Shorts that stop below the knee, worn with long white socks are considered gang attire and may not be worn. Socks should not be worn beyond mid-calf. There must be at least six inches of skin visible between the bottom of the shorts and the top of the socks.
- Beach wear, halter tops, tube tops, bare midriffs or chest, see-through or mesh outfits, off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.
- Shirts and blouses must sufficiently cover the chest, bosom and stomach.
- Closed -toed shoes, athletic shoes, Crocs with backstraps, and Uggs must be worn at all times (**No** beach wear, flip-flops, open toe shoes, sandals, or combat boots).
- Hats, caps, hoods and sun visors may be worn outside of offices and classrooms for protection from the sun. They may not be worn inside without special permission. Snoods and slouch crochet hats are allowed. They must be plain colors, without any symbols, logos emblems, pictures or lettering. They must be worn with the visor/bill end forward, not to the side or back. Students are not to wear hair rollers, bandanas, wave caps, sweatbands, hairnets, skull caps, or beanies. Items like this may be confiscated and will be returned only to parents.

Students representing AJCS off campus and in the community at-large are expected to dress appropriately for the event.

The administration of AJJCS reserves the right to change or modify the dress code at any time. Violations of the dress code will follow our discipline policy and may receive a detention or parents may need to bring appropriate clothing to school.

Messages and Deliveries to Students

The school office is not able to deliver messages to students in classrooms. In a case of serious medical emergency and similar circumstances, office staff will arrange to get information to students. No deliveries may be made to the school in the name of a student. If parents need to get items such as homework or lunch money to students, arrangements should be made for the student to check in the office, as items will not be delivered to classrooms. No promises are made that this will be done.

Lunch Program

Each meal is served with fresh fruit and vegetables, healthy carbohydrates, and lean protein. Meal payments are tiered based on a family's designation as "reduced" or "full-price," while families who qualify for free lunches are not asked to contribute. Applications for free or reduced price meals are included in the first day packets to all families and in the Charter School office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Payments are to be delivered to the Charter School office at the beginning of each pay period. Completed application forms can be returned to the Charter School office. The Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day.

Students should come to school with lunch if they are not purchasing one. On a limited (or occasional) basis, if a student forgets lunch, a parent / guardian may drop it off in the office. Food may not be dropped off in the parking lot or on the patio. If a dropped off meal is "junk food", the meal will be held in the office until after school, the student will be given a meal, and the family will be charged for the cost of lunch.

Admission Policy

Pupils currently attending the school shall be guaranteed placement for the subsequent year if the intent to re-enroll is submitted by the posted deadline (newsletter and website); otherwise, the child loses his/her guaranteed placement and must participate in the open enrollment process. Placement for subsequent years also depends on the timely completion of all forms required for yearly enrollment including re-enrollment forms by the posted deadline. AJJCS does follow a lottery for admission.

Donations

AJJCS welcomes donations to the Charter School. Tax deductible donations to AJJCS support all areas of the operating budget and enhance the education of our children, in partnership with the AJJCS family community, in a secure and joyful environment. Donations support program expansion, improvement of facilities, and unforeseen expenses that may arise throughout the year. Your donation will:

- Provide access to technology and educational software for AJJCS students.

- Provide additional textbooks and materials to expand the agricultural program.
- Fund educational field trips so AJJCS students are able to explore the world through hands-on experiences.
- Provide resources for adequate professional development in mindfulness education for all AJJCS faculty.

Each year, annual giving provides the additional funds necessary to meet the many expenses not covered by funds our school receives from Federal, State, or other funds. These unrestricted funds support numerous areas that contribute to the uniqueness of an AJJCS education, including entrepreneurial education, special programs in technology and science, faculty development, and teaching assistants. Additionally, these funds make possible the purchase of equipment and supplies in a variety of areas such as physical education, art, music and library programs, and help to maintain a safe and secure school environment. Your gifts to AJJCS enhance the education of our students and help to ensure their success in the classroom and beyond.

Alumni

AJJCS High School Graduates/Alumni are always welcome at AJJCS. Alumni must sign in/out in the school office.

Closed Campus

AJJCS is a closed campus. This is for the safety and security of our students. Students are not allowed to leave during the day without permission; a parent or legal guardian must check them out, or the school must be in possession of written permission of parents or legal guardians. Students who are 18 years old may not leave campus.

Dismissal via note must occur with the note delivered on the day of dismissal; we will not maintain waiver notes for students to depart on non-specific days. Additionally, students may not leave the campus at the end of the day and return without written permission of parents and administration. Visitors are not allowed on campus without administrative approval.

Students should not be dropped off for school any earlier than 15 or more minutes before class starts.

If a student is involved in an extracurricular activity, a sport or school service, they should be off campus 30 minutes after dismissal.

Valuables

Students should not bring large amounts of money or other valuable items to school. Anything of value should be kept at home. If a student must bring an item to school, we recommend that it be kept on his/her person and not be discussed with other students. AJJCS is not responsible for lost or stolen items.

Students should not bring items to sell or trade, such as toys, trading cards, magnifying glasses or electronic devices, unless these items are approved to be sold during AJJCS Community.

In the event of a theft, it should be reported to the Executive Director. The student and parent should file a report with the Sheriff Department, if they wish.

Responsibility, Security and Damages

Responsibility to keep the PTD secure rests with the individual owner. AJJCS Charter is not liable for any device stolen, infected, or damaged on campus or at school functions. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that custom identification be used to physically identify your device. Example: School appropriate Skins (decals). Additionally, protective cases for technology are strongly encouraged.

It is a privilege, rather than a right, for a student to bring personal technology devices to school. When the policies are followed, our learning environment will be enhanced. However, when policies are abused, the privileges may be taken away and confiscation and/or disciplinary action may occur.

Keys/Classrooms

Students shall never be in possession of school keys, nor should students ever be in a classroom, gym or other room without a staff member present.

Confidentiality

Teachers, counselors, administrators and other AJJCS school personnel will respect verbal and/or written confidences of students, except in cases where the health or safety of the student or others is involved.

Personal Gifts

Balloons, flowers, candy, pizzas and other personal gifts for students are a disruption to the educational experience. Because of this, they should be reserved for celebrations. The school will not accept, distribute or be responsible for such items. Any celebration or classroom party must be approved by the Executive Director a minimum of one week in advance.

It is not appropriate for students or parents to give gifts in excess of \$50 to any staff member. If parents would like to donate to a teacher's classroom, please make a donation to the AJJCS Contribution Fund in the name of the teacher.

Classroom Parties

Classroom Parties must be scheduled in coordination with the teacher with approval from the Executive Director a minimum of 1 week prior to the function. These should be related to instruction and should limit the loss of instructional time. Individual student birthdays must follow the same procedure as above. No surprises (cakes, balloons, pizza, etc.) on a child's birthday will be honored.

Lost and Found

Lost and found articles should be turned in to the school office. Students are cautioned not to leave clothing, books or other materials around the school. AJJCS is not responsible for lost or

stolen items. Items will be held for two months. After two months, items will be sold or given to charity.

Personal Items Policy

Cell Phones and Personal Electronic Devices

Cell phones and other personal electronic devices (PEDs) distract students from learning and often interfere with teachers' instructional practice. AJJCS offers students many opportunities to use school-issued technology, eliminating the need for students to bring their own technology to school.

Acceptable Use at School	Unacceptable at School
Cell phone in backpack or purse, out-of-sight, ringer off.	Radios, CD players, two-ways, walkie-talkies, iPods, MP3 players, handheld video games, pagers, iPads, laptop computers, video recording devices, cameras.
PED brought or used with permission of teacher or administrator.	Use of PED before school while on campus, in class, at nutrition, recess, and/or lunch.
Photographing students for the school yearbook under instruction of yearbook staff.	Recording or photographing students without permission.

Please Note:

AJJCS, its faculty, and staff are NOT responsible for any damaged, missing, or stolen cell phones or electronic equipment. If a student has a cellphone or other device and it is damaged or stolen, the Charter School will not utilize administrative time to investigate the incident nor will AJJCS assume any financial responsibility for the device or device charges.

Notwithstanding the above, a student will be prohibited from possessing or using a smartphone under any of the following circumstances:

- (1) In the case of an emergency, or in response to a perceived threat of danger.
- (2) When a teacher or administrator of AJJCS grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
- (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
- (4) When the possession or use of a smartphone is required in a pupil's individualized education program.

A copy of the complete Policy is available upon request at the Charter School office and on AJJCS' website.

Bicycles, Skateboards, Scooters, Pets, Toys, and Athletic Equipment

Electrical scooters or skateboards are not permitted at any time. All scooters and skateboards must be secured in the designated location and may not be ridden on school grounds. Pets may not be brought to school except for service animals. Students should leave the following items at home:

- Toys
- Comic books
- Trading cards
- Large sums of money
- Electronics
- Laser pointers
- Distracting or disruptive items

Book Bags

All students are encouraged to use a durable protective bag to lessen wear and tear on school materials. Please ensure that book bags are not so heavy as to cause student discomfort. Students may store book bags in secured classrooms with teacher permission.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Student Property

Skateboards, skates, bicycles, etc. may be ridden to campus, but are not to be ridden on campus at any time. If a student rides one of the aforementioned vehicles on campus, it will be confiscated and returned to parents/guardians only.

Skateboards, bicycles, roller skates, rollerblades and scooters are not the responsibility of the school.

Students riding bicycles to school should plan a safe route. Students are not permitted to ride bikes on campus except in the approved bike lanes, driveways, or parking lots. Bikes should be locked in the bike racks. Bicycles which are not parked in approved locations may be removed. This may include cutting the lock. Helmets are required for bicyclists and scooter riders.

Any personal item found (cell phone, kindle, IPOD, wallet, jewelry, etc.) must be returned to the administrator on school immediately. Any student keeping an item not belonging to them will be considered stealing and consequences will follow the discipline policies.

Confiscated Items

Items which have been confiscated from students will be held for one month following the end of the school year before they will be sold or given to charity.

Search of Personal Property

In order to keep AJJCS safe, state law allows your person and/or personal possessions to be searched whenever a school authority has reasonable suspicion that you are in possession of illegal or unauthorized materials. This authority also includes the inspection of your locker or vehicle when reasonable suspicion exists. Such inspections will be conducted without your consent and without a search warrant. Random classroom/locker/vehicle searches utilizing a drug/weapon-sniffing canine may also occur.

Entering and Exiting Campus

Parents/Guardians are required to:

- Provide a written authorization if someone other than the person(s) on the emergency list is picking up your child. Person must be 18 years or older and provide identification.
- Maintain updated emergency cards throughout the school year
- Check their students out (when students have permission to leave early) through the front office and have their students sign out.
- Check into the front office for approval prior to entering any classrooms or administrative offices.
- Not double-park in front of any dismissal areas, drive into the parking lots or block the driveways to drop off or pick up children.
- Follow site-specific drop-off/pickup rules.

Child Custody

AJJCS follows child custody decisions made by the courts. The school cannot and will not modify a judge's ruling regarding the custody of a child. The parent or guardian must provide current legal documents of any child custody arrangement to the school stating this. If there are no custody documents on file, AJJCS cannot enforce it. AJJCS will double check custody status if there is a question, and administrators retain the right to not release the child until legal proof can be verified. HCSO may be called.

Release of Minor to Peace Officers

Peace officers have the right, during the school day, to interview students who are suspects or witnesses. School officials may not hinder the release of a student for this purpose, or any legitimate law enforcement purpose. A proper standard of care will be used if the student is taken from the school grounds.

When a student is taken into police custody and removed from the school during school hours, school personnel will inform the parents/guardians and will maintain a record of the

circumstances. In the case of child abuse, parental notification is the responsibility of the police or social worker.

Disruptive Parents

We welcome and encourage our parents to visit our school campuses, however parents that become disruptive may be asked to immediately leave the school campus pursuant to California Penal Code section 62.6. If the parent/guardian refuses to leave the school the staff will immediately contact law enforcement. Under Educational Code Section 44811, disruption by a parent or guardian or other person at a School or School sponsored activity is punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1000) or by imprisonment in a county jail for not more than one (1) year, or both.

Grading System

AJJCS will use two types of grading systems. In grades TK-3, AJJCS will use a standards-based grading system. Students will be evaluated on standard mastery. This numeric based system mirrors the state's use of measuring standard mastery on a semester schedule. In grades 4-12, AJJCS will use a letter grade grading system on a semester schedule.

Grades TK-3 Grading System

A student may score from 1 to 4

- 1 –Below Standard Mastery
- 2 – Approaching Standard Mastery
- 3 – Met Standard Mastery
- 4 – Exceeds Standard Mastery

Grades 4-12 Grading System

A student will be evaluated by a letter grade A-F on all assignments, quizzes, tests, projects and courses.

Percent Breakdown

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

These grades are determined on the following:

- Quality of Work

- Interpretation and application of facts, concepts, and principles of the subject
- Originality, initiative, and reasoning
- Quantity of completed class and homework (effort is important here)
- Meeting the standards of the course/subject

Category Weighting Grades 4-12

- 10 Homework
- 30 Participation/Classwork
- 40 Projects
- 20 Test/Quiz/Essay

Responsibility, Work Habits and Interpersonal Skills

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

The grade does not explain a student’s academic responsibility, work habits or interpersonal skills. These career preparation skills compliment the school’s mission and will be evaluated separately for each content area but still indicated on the report card.

4 Point Rubric

- E Excellent**, consistently demonstrates skills
- S Satisfactory**, usually demonstrates skills
- N Needs to Improve**, occasionally demonstrates skills
- U Unsatisfactory**, rarely demonstrates skills

Responsibility	Work Habits	Interpersonal Skills
Student comes prepared to class, completes and submits homework and class work in a timely manner.	Student demonstrates good effort; uses class time wisely, listens to and follows directions and behavior expectations.	Student demonstrates courtesy, respect, cooperation and teamwork. Student works well with peers and adults.

Revision opportunities

Students may revise homework, classwork, quizzes, tests, mid-terms, essays, and projects within one week from the day the assignment is returned, or grade is posted. Teachers will accept revisions and will determine the amount of credit earned based on the quality of the work submitted. The grade will be replaced with the revision unless the revision grade is lower than the original grade.

Deficiency Notices

Deficiency notices will be sent once halfway through each quarter in grade 4-12 if a student’s grade is below a C in any class. While phone calls and emails are used frequently, these

deficiency notices serve as a formal notice and are placed in the student's file. Teachers will also communicate with parents/guardians through emails, phone calls and emails. It is the responsibility of the teachers to contact parents/guardians if a student is academically low achieving or receiving a C- or lower in any course.

Report Cards and Conferences

Students and parents will receive quarter progress reports and semester report cards. A variety of conferences will be conducted throughout the school year and include:

1. **Parent/Teacher Conferences:** These will be scheduled one time per year in person, one time via video chat (Facetime, etc.), or teleconference. During these conferences, parents have the opportunity to share their expectations, ask questions and share any concerns they have about their child.
2. **Student/Teacher Conferences:** Teachers will regularly confer with their students individually during small group instruction to discuss progress toward goals and provide actionable feedback. The teacher will begin with sharing a positive statement about the student's academic strengths and share one specific strategy or information (actionable feedback) that the student can use to continue to grow and achieve.
3. **Other Conferences:** Regular communication with parents about student achievement is important at AJJCS. Conferences may be arranged and initiated by the teacher, parent, or administration throughout the school year to ensure that the academic program is meeting the student's needs.

Promotion/Retention

Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. As a rule, students shall be promoted to the following grade at the end of each school year. It is the Charter School's policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level standards, the Charter School believes that it is in the child's best interest to receive additional interventions.

Therefore, it is only considered as a last resort after other avenues have been exhausted and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have struggled with attempted interventions, or no other reasonable explanation can be found for the student's lack of progress (for example, previously undiagnosed learning disability, chronic absences/truancy, etc.). Any student being considered for retention, must have participated in the SST process and it will be the recommendation of the SST to retain taking into consideration that another year in the same grade will provide the needed intervention for the student. In the event a student is retained, all documentation will be included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

Promotion Ceremonies

AJJCS will recognize "Rites of Passage" ceremonies. These will be similar to the traditional "promotion ceremony." At the end of Kindergarten, students will participate in a "Kindergarten

Celebration.” At the end of elementary school, students will participate in a “Culmination.” At the end of middle school, students will participate in a “Promotion.”

Display of Affection

The school recognizes that genuine feelings of affection may exist between students; however, students should refrain from inappropriate intimate behaviors on campus or at school related events. Students should be aware of what is acceptable behavior on campus or at any school activity or trip. Overt physical contact and/or excessive displays of affection are not permitted. Inappropriate displays of affection may include, but are not limited to: kissing, touching, fondling, and/or long embraces with no space between bodies. Students failing to use good judgment will be warned and parents notified. Repeated or especially inappropriate behavior in this regard may result in disciplinary action.

Academic Dishonesty

AJJCS values academic integrity very highly and does not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhances a grade on an individual assignment or a course grade. The following is a list of behaviors that constitute academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you do it!

Academic dishonesty includes, but is not limited to:

- 1 Cheating or copying from others.
- 2 Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
- 3 Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
- 4 Taking an exam for another student, or permitting someone else to take a test for you.
- 5 Asking another to give you improper assistance, including offering money or other benefits.
- 6 Asking for or accepting money or any other benefit in return for giving another improper assistance.
- 7 Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
- 8 Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
- 9 Altering a graded exam and resubmitting it for a better grade.
- 10 Working together on a take-home exam, unless specifically authorized by the teacher.
- 11 Gaining or providing unauthorized access to examination materials.

Note: Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism in Papers and Assignments

1. Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - a. Using the services of a commercial term paper company.
 - b. Using the services of another student.
 - c. Copying part or all of another person's paper and submitting it as your own for an assignment.
3. Acting as a provider of paper(s) for a student or students.
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.
6. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
7. Making up data for an experiment ("fudging data").
8. Citing nonexistent sources (articles, books, etc.).

Other

- 1 Misrepresenting your academic accomplishments, such as by tampering with computer records.
- 2 Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
- 3 Failing to promptly stop work on an exam when the time allocated has elapsed.
- 4 Forging a signature.
- 5 Hoarding or damaging library materials.

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

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*This matrix is intended for use as a guide only. The administration has the authority to determine appropriate consequences for offenses not specifically covered by the matrix.

Teacher Qualification Information

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

Availability of Prospectus

A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered is available upon request at the Main Office.

Promotion Activities

Students with sufficient credits will be honored at a Promotion Ceremony at the following grades:

Kindergarten: Each student promoting to Kinder or grade 1 [Kindergarten Certificate]

Grade 5: Each student promoting to grade 6 [Culmination Certificate]

Grade 8: Each student with sufficient credits promoting to grade 9 [Promotion Certificate]

A student who is suspended or expelled at the time of the end-of-year activity will not be eligible to participate. A student who is being retained at the end of the school year will not be eligible to participate in promotion activities. Students who are failing or who do not have enough credits for promotion or graduation will not be eligible to participate in end of the year activities.

Uniform Complaint Procedure

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

Agnes J. Johnson Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any Agnes J. Johnson Charter School program or activity that receives or benefits from state financial assistance.

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

- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs

- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

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

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

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

Elisa Patterson, Executive Director
 Agnes J Johnson Charter School
 Address: 73 School Road, Weott, CA 97551
 Phone Number (707) 946-2347
 Email Address: admin@ajjcharter.com

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

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

The complainant has a right to appeal Agnes J. Johnson Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of Agnes J. Johnson Charter School’s Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of Agnes J. Johnson Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Complaints

AJJCS takes all complaints of students, parents, and staff very seriously. In order to ensure your concerns are investigated and addressed in the most appropriate and effective manner, please select from the following:

General Complaint Policy and Form

For all other complaints against Charter School employees or the Charter School in general, please see Appendix C: General Complaint Policy and Form.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and Form

If you feel that you or your child has been harassed based upon a protected class such as race, religion, gender, sexuality, age, or disability, including verbal or physical conduct, differential or preferential treatment, or retaliation or reporting harassment, please see Appendix D: Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and Form.

Uniform Complaint Policy and Procedures

If you feel that the Charter School has otherwise violated state or federal law including special education, limited English proficiency programs, charging pupil fees, or noncompliance with the Local Control Funding Formula, please review Appendix E: Uniform Complaint Policy and Procedures.

If you are unclear about which form is most appropriate for your concerns, you may contact the Executive Director or, if the complaint is about the Executive Director, you may contact the Board of Directors.

California Assessment of Student Performance and Progress (“CAASPP”)

Agnes J. Johnson Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding

any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Educational Records and Student Information Policy Including Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five business days after the day the school receives a request for access. Parents or eligible students should submit a written request to the school Executive Director or designee that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Superintendent must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

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

Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address unless the disclosure is initiated by the parent or eligible student. Additionally, Charter 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;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

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

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify:

Elisa Patterson, Executive Director
Agnes J Johnson Charter School
Address: 73 School Road, Weott, CA 97551
Phone Number (707) 946-2347
Email Address: admin@ajjcharter.com

A copy of the complete Policy is available upon request at the Charter School office and on AJJCS' website.

Behavior Expectations

Agnes J. Johnson Charter School believes that a clear discipline policy is an important part of our school program of excellence. Our beliefs about discipline include the following:

- We expect responsible decision-making.
- We set a good example.
- We expect students to show respect.
- We change behavior with positive methods.
- We share high expectations with our students.

Our expectations are based on showing respect for individuals, and the property of others. We strive to use firm, fair, and consistent rules and consequences for our school and the school community that will result in a change in behavior using positive methods.

Agnes J. Johnson Charter School is not tolerant of:

Acts of hate/violence, including but not limited to verbal abuse, slurs, threats, physical violence or conduct, vandalism or destruction of property, directed against persons because of their race, religion, national origin, ethnic background, sexual orientation, or disability will not be tolerated.

General School Rules

1. Be respectful.
2. Be safe.
3. Be prepared.

Cafeteria Rules

1. Raise your hand if you need assistance.
2. Talk only to the children at your table.
3. Remain seated unless given permission to get up.

4. Eat your own lunch.
5. Clean the area around your table.

Playground/Recess Rules

1. Return to building only with a pass from the outside monitors.
2. Sticks, rocks, dirt, snowballs, and other objects should be left on the ground.
3. Line up immediately when the whistle blows.
4. Show good sportsmanship and practice inclusive fair play.
5. Be visible to an adult.

Hallway Rules

1. Walk quietly in the halls.
2. Obtain a pass before leaving your classroom.
3. Report directly to your assigned location.

Classroom Rules

1. Listen when others are talking.
2. Raise your hand before you speak.
3. Bring in and maintain all necessary materials.
4. Sign classroom bathroom log when using the restroom.

Action Plan

The following plan is intended to provide a consistent course of action in treating most infractions.

1. Teacher/student conference
2. Counselor/student conference
3. Teacher /Staff contact parent
4. Parent/Teacher/Student conference
5. Student referral to Executive Director

If a student's behavior interferes with the safety or education of others, the administrator and teacher will decide on a plan of action. Listed below are actions that may be taken, including:

1. Time out of the situation, for a few minutes or longer – depending on the age of the child and the type of infraction.
2. Writing (or dictating) a letter of explanation or apology.
3. Loss of privilege, temporary or permanent.
4. Counseling provided by the guidance counselor.
5. Parent notification by teacher or Executive Director.
6. Parent conference required at school.
7. Temporary removal from school for the rest of the day.
8. Suspension from school (1 to 5 days for each offense).

9. Expulsion from school/police notification.

When misbehavior continues, disciplinary actions taken will often increase in severity. Listed on the next page are behavior definitions with suggested consequences. The measures at the end of the list are reserved for serious or repetitive discipline infractions. Out of school suspensions may only be given when it is determined by the Executive Director that a behavior is disruptive and detrimental to the operation of the school.

Suspension and Expulsion

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The AJJCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. The pupil shall have the right of appeal from either an expulsion or involuntary removal from the Charter School to the Humboldt County Board of Education, following the same timeline in the Education Code as applicable to expulsions from traditional public schools. The pupil shall remain enrolled in the Charter School pending the decision of the Humboldt County Board of Education. The Charter School administration shall ensure that the school district of the pupil's residence shall be notified in writing upon involuntary disenrollment of the student.

Alternatives to Suspension

AJJCS believes in using Alternatives to Suspension to prevent suspension and/or expulsion. Some of the strategies that will be utilized include, but are not limited to, the following:

- **Student Success Team** – Students who exhibit behavioral challenges will be referred to the SST to develop a plan of interventions to support and inform the team on strengths and areas of opportunity. The SST will monitor the improvement and growth of the student through frequent check-ins and adjustments to the plan.
- **Behavioral Contracts** – Students who exhibit behavioral challenges may be referred to develop to the administration who with the parents, teachers and student will define a contract of clear expectations, rewards and natural consequences. As the students improve, the behavioral contract will be revised and updated.
- **In-School Reflection** – Students who exhibit behavioral challenges may be referred to complete a reflection of their own behavior in school which may include an essay, an apology letter, or a worksheet.
- **Parent Attendance at School** – Students who exhibit behavioral challenges may have a parent attend school with their child and shadow their child for the day or a portion of the day.

- **Service Project** – Students who exhibit behavioral challenges may be asked to participate in a school service project which may include campus beautification, tutoring, hall monitor, or assisting a teacher.
- **Restitution** – Students who damage or destroy another student’s property or school property may be encouraged to replace or repair the damaged item.
- **Restorative Justice** – Students who hurt or injure another student may participate in restorative practices like mediation, conflict resolution or reflection.

Alternatives to suspension will be listed in the Parent Student Handbook and renewed annually.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Administrator or designee.

The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this

conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Administrator or his/her designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Administrator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial SHCS Board of Directors following a hearing before it or by the SHCS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither

a teacher of the pupil nor a member of the SHCS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a

parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Administrator or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or

parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right of appeal from either an expulsion or involuntary removal from the Charter School to the Humboldt County Board of Education, following the same timeline in the Education Code as applicable to expulsions from traditional public schools. The pupil shall remain enrolled in the Charter School pending the decision of the Humboldt County Board of Education.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall make referrals for students to community schools upon expulsion and shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

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

O. Notice to Teachers

AJJCS shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of SWD

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

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

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

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

The Charter 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, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Student Net Use Agreement and Release from Liability

Agnes J. Johnson Charter School agrees to allow the enrolled student to use the school's technology to access the internet and intranet (as part of the enrollment paperwork).

School Compact TK-12

Our school philosophy is that families, students, school staff and the community should work in partnership to help each student reach his/her potential. As partners, we agree to the following:

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Be dedicated to students and the mission and vision of AJJCS.
- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Engage student in a rigorous project-based learning.
- Actively participate in collaborative decision-making, and consistently work with families and school colleagues to make our campus accessible and welcoming to parents so that together we can help each student achieve high academic standards.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, students, staff, and families.

Date: _____ Teacher Signature: _____

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, 5 days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Keep track of assignments, homework and grades.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Date: _____ Student Signature: _____ Parent/Guardian Signature: _____

Family/Parent/Guardian Pledge:

I agree to carry out the following responsibilities to the best of my ability.

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and recreational use of electronics and make sure that my child reads every day.
- Support the school's discipline, dress code, and other policies.

- Make sure that my child attends school every day, on time, and with homework completed.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House, and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Ensure that my child has a proper place to study and access to computer/internet access at home, computer lab, after school or at the public library.
- Make every effort to participate in school, home, and community-sponsored activities.
- Participate in shared decision-making with school staff and other families for the benefit of students.
- Respect the school, staff, students and families.

Date: _____ Parent/Guardian Signature: _____

Family Handbook Verification
2020-2021

Parents please read and share the information in this Family Handbook 2020-2021 with your child. I have read and understand the information and policies. Communication and understanding are the keys to success. If you have any questions, please call or email the school office.

Print Student Name _____ Grade _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher/Homeroom Teacher Name _____

* Please return this form to your child's teacher/homeroom teacher by October 15, 2020. This is mandatory.